



# Undergraduate Diploma in Childhood Development

Handbook

April 2026

## Introduction

# Undergraduate Diploma in Childhood Development

The Undergraduate Diploma in Childhood Development is designed for current and future education professionals seeking specialised training in early childhood education, with options to focus on Montessori methods or English as a Second Language pedagogy. The programme prepares graduates for roles as teaching assistants, paraprofessionals, preschool teachers, child care workers, and educational tutors working with children from ages 0 to 6 years. Learners are expected to demonstrate mature study habits and commit substantial time to academic work (45 hours/week full-time, 22 hours/week part-time).

## Entry requirements

### Education Requirements

A minimum EQF Level 3 qualification is required. Equivalent international qualifications are accepted on a case-by-case basis. Previous work experience in childcare or education may supplement formal qualifications.

### Language Requirements

Instruction is available in English or Spanish. A minimum of IELTS 6.0 (or equivalent: TOEFL iBT 78+, PTE 50+) is required for English-medium study; DELE or SIELE equivalents apply for Spanish-medium study. Students must demonstrate ability to engage with academic texts, participate in discussions, and produce written work at EQF Level 5.

## Instructional design

**Teaching:** The programme uses a blended learning model combining synchronous instructor-led sessions (live via video conferencing), asynchronous pre-recorded lectures and VLE materials hosted at [woolf.education](http://woolf.education), structured online discussion forums, and a mandatory on-site practicum coordinated by academic staff. The approach is student-centred and collaborative, integrating theory with practical community-based experiences.

**Assessment:** Assessment combines formative and summative components. Formative assessment includes participation in synchronous discussions, forum contributions, peer feedback, and self-reflective activities. Summative assessment includes written examinations, essays and research assignments, project work, reflective portfolios, blog entries, practicum observation evaluations, and a final capstone assessment. Assessments measure theoretical understanding, critical thinking, communication skills, and professional competencies at EQF Level 5.

## Degree structure

The degree consists of 20 modules chosen from 38 available, totalling 60 ECTS. All modules are 3 ECTS at EQF Level 5 delivered via blended learning. The 9 core foundation modules are compulsory; students select the remaining 11 from general and specialisation electives (Montessori, Infant and Toddler, ESL, or Special Education tracks).

<b>Module</b>	<b>ECTS</b>	<b>Level</b>
Introduction to Child Growth and Development	3	EQF 5
Human Development	3	EQF 5
Preparing High Quality Early Childhood Learning Environments: Health, Safety and Nutrition	3	EQF 5
Foundations in Early Childhood Education	3	EQF 5
Early Childhood Curriculum and Meaningful Learning Experiences	3	EQF 5
Integrated Curriculum and Assessment	3	EQF 5
Introduction to Teacher, Community and School Connections	3	EQF 5
Fostering Family, School and Community Partnerships	3	EQF 5
Introduction to Planning, Observation and Documentation	3	EQF 5
Language and Literacy Learning and Development	3	EQF 5
Behaviour Analysis and Management	3	EQF 5

Instructional Technology	3	EQF 5
Educational Psychology	3	EQF 5
Observation, Documentation and Assessment	3	EQF 5
Executive Functioning Skills	3	EQF 5
Educating Exceptional Children	3	EQF 5
Physical, Sensorial and Cognitive Learning and Development in Early Childhood	3	EQF 5
Foundations of Teaching Reading	3	EQF 5
Mathematical Learning and Development	3	EQF 5
Integrated Language Acquisition	3	EQF 5
Montessori Philosophy	3	EQF 5
Methods of Language Arts	3	EQF 5
Classroom Management and Operational Strategies	3	EQF 5
Principles of Child Development and Appropriate Teaching Practices	3	EQF 5

Teaching ESL Learners	3	EQF 5
Assessing ESL Learners	3	EQF 5
Physical-Motor and Cognitive Learning and Development in Infants and Toddlers	3	EQF 5
Life Skills	3	EQF 5
Communication and Language Learning and Development for Infants and Toddlers	3	EQF 5
Best Teaching Practices in the Infant and Toddler Community	3	EQF 5
Foundations of Special Education	3	EQF 5
Classroom Management and Operational Strategies in the Infant and Toddler Communities	3	EQF 5
Principles of Infant and Toddler Development and Learning	3	EQF 5
Creative Arts Integration in Early Childhood Education	3	EQF 5
About the Child	3	EQF 5
Families, Communities and Social Issues	3	EQF 5
Refining Teaching Practices and Reflection	3	EQF 5

Industry Experience Practicum	3	EQF 5
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# Module Descriptions

## 1. Introduction to Child Growth and Development

This module provides a comprehensive overview of the theory and principles of child growth and development across multiple developmental domains. Students explore how development occurs on an ongoing basis that overlaps across different stages and ages, and is integrated across physical, cognitive, social, emotional, and linguistic domains, including bilingual and multilingual development. The module examines the critical influence of culture, nurture, and environmental factors on child development, with particular attention to the theories of Montessori, Piaget, Vygotsky, and Erikson.

### Learning Outcomes

1. Demonstrate an understanding of the impact of the different theories and philosophies of learning and development.
2. Apply knowledge of the interrelationship between developmental domains and milestones and how development and nurture influences health and learning.
3. Critically assess different theories of child development and distinguish the difference between Nature and Nurture and Continuity versus Discontinuity.

## 2. Human Development

This module introduces students to human development across the lifespan, with particular emphasis on early childhood. Students explore developmental changes from prenatal development through early childhood, examining physical, cognitive, emotional, and social growth trajectories and the major theories relevant to understanding children aged 0–8 years.

### Learning Outcomes

1. Independently manage projects that require techniques related to human development where the correct use of relevant theoretical frameworks is essential.
2. Display creativity and initiative in developing solutions to issues of childhood development.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to developmental research and application.

## 3. Preparing High Quality Early Childhood Learning Environments: Health, Safety and Nutrition

This module addresses both practical and theoretical aspects of creating safe, healthy, and nutritious learning environments for young children. Content covers physical environment design principles, health and safety practices, nutrition and feeding, disease prevention, emergency procedures, and compliance with regulatory standards, building on basic Montessori methodologies.

## **Learning Outcomes**

1. Distinguish the physical and intangible components of environments that are critical for the physical, social, emotional and cognitive development of children.
2. Understand the impact and crucial function of the learning environment in the development of the child.
3. Plan and create environments that are both physically and physiologically safe for children.

## **4. Foundations in Early Childhood Education**

This module provides a general overview of early childhood education, including its historical, theoretical and philosophical foundations. Students engage with developmentally appropriate practices, constructivism, and integrated, child-centred curriculum.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to early childhood education where the correct use of industry methodologies is essential.
2. Display creativity and initiative in engaging with developmentally appropriate practices.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to early childhood education.

## **5. Early Childhood Curriculum and Meaningful Learning Experiences**

This module is an initial orientation to an evidence-based, developmentally-appropriate, and culturally-responsive childhood curriculum. Students are introduced to curriculum frameworks and their application through meaningful learning experiences, covering academic disciplines and pedagogical methods for teaching each domain.

### **Learning Outcomes**

1. Demonstrate content-specific pedagogical knowledge in the domains of language and literacy, the arts, mathematics, social studies, science, technology, engineering, and physical education.
2. Identify and apply evidence-based and developmentally-appropriate teaching practices.
3. Use curriculum frameworks to support high-quality learning with equitable access and opportunities for learning and growth.

## **6. Integrated Curriculum and Assessment**

This module addresses the assessment of children in an early childhood classroom, with focus on authentic assessment using case studies, child work samples, photos, checklists, event samplings, and logs. Instruction emphasises using child assessment to inform curriculum planning.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to curriculum development where the correct use of assessment strategies is essential.
2. Display creativity and initiative in carrying out the delivery of assessments.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to integrated assessment.

## **7. Introduction to Teacher, Community and School Connections**

This module introduces students to basic approaches for building positive partnerships with children, colleagues, families, and communities. Students develop skills to engage families and communities as partners in the development and education of children.

### **Learning Outcomes**

1. Display creativity and initiative in carrying out communication with stakeholders.
2. Apply teaming models, skills, and processes, including the use of technology, when communicating and collaborating with colleagues, families and other professionals.
3. Make judgments based on knowledge of the rules and conventions for the proper use of communication technology, and demonstrate knowledge of the social and ethical issues relevant to communication.

## **8. Fostering Family, School and Community Partnerships**

This module explores project-based learning and community engagement as it relates to relationship building between educational stakeholders. Family-school-community partnerships are approached as a shared responsibility and reciprocal process whereby schools and community agencies engage families in meaningful and culturally appropriate ways.

### **Learning Outcomes**

1. Communicate and collaborate effectively with parents and other stakeholders.
2. Independently manage projects that require techniques related to creating educational partnerships.
3. Display creativity and initiative in encouraging stakeholder engagement.

## **9. Introduction to Planning, Observation and Documentation**

This module provides students with the essential principles of observation and how to use reflective observations to create personalised lesson plans that inform daily teaching practices. Students use observations as ongoing tools for understanding children's needs and development.

### **Learning Outcomes**

1. Use the information from reflective observations to create individual activity and lesson plans and implement quality practices.
2. Observe, identify, and differentiate periods of child development, the milestones and needs and characteristics in childhood.
3. Distinguish the characteristics of typical and atypical behaviours and how to practise non-judgement fact-based observations to further understanding of a child's needs.

## **10. Language and Literacy Learning and Development**

Students explore various aspects of supporting language development and the proper timing of language and literacy activities. The module examines the sensitive period for language development, how young children acquire language in linguistically rich environments, and evidence-based strategies for promoting oral language and early literacy.

## **Learning Outcomes**

1. Compare different theories of language development and utilise effective communication in a classroom setting.
2. Identify and analyse how young children develop oral language in the pre-linguistic and linguistic phase.
3. Apply techniques, programme and curricular practices that promote the development of oral language.

## **11. Behaviour Analysis and Management**

This module provides students with opportunities to learn basic behaviour principles and build fluency with the fundamental principles of applied behaviour analysis. Students engage with different types of behavioural assessments and learn to conduct functional behaviour assessments.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to behavioural analysis where the correct use of these principles is essential.
2. Display creativity and initiative in carrying out behavioural analysis and resulting management plans informed by empathy and compassion.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to behavioural management.

## **12. Instructional Technology**

This module addresses current research and theory, instructional design, information access, and pragmatic ideas for integrating technology in the classroom to meet the needs of young learners. Students become familiar with computer-based tools that support the development of pedagogical and instructional strategies.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to instructional technology where their correct application is essential to desired learning outcomes.
2. Display creativity and initiative in carrying out lesson planning utilising instructional technology.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct use of educational technology.

## **13. Educational Psychology**

Students investigate the primary issues and problems in educational psychology, including those related to development, cognition, behaviour, emotion, and culture. Major theories in these areas and strategies for application are addressed throughout the module.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to educational psychology.
2. Display creativity and initiative in carrying out measurement and evaluation.

3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to teaching young learners.

## **14. Observation, Documentation and Assessment**

Building on previous modules, this module includes an in-depth study of observation record keeping and general assessment practices when working with young children. Students learn to use observation and continual assessment as ongoing tools to understand the child, their growth, and their development.

### **Learning Outcomes**

1. Apply knowledge to real situations through observation exercises.
2. Use Montessori Presentations, Observation, Record Keeping and Lesson Planning as ongoing assessment tools.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to observation and assessment.

## **15. Executive Functioning Skills**

Students are introduced to teaching practices in early childhood through the Montessori Practical Life curriculum that supports the development of executive functioning skills — including concentration, adaptable thinking, planning, self-regulation, time management, and self-control.

### **Learning Outcomes**

1. Support children's social, physical and emotional development.
2. Recognize and identify cultural differences and the differences in emotional and social development, including identity development and regulation, and support typical and atypical development with activities and materials.
3. Connect and build a strong relationship with young children.

## **16. Educating Exceptional Children**

This module provides an overview of the different categories of exceptional learners, with focus on the characteristics, identification, assessment, and instruction of students with exceptionalities.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to exceptional learners.
2. Display creativity and initiative in carrying out teaching with exceptional children.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to inclusion and mainstreaming.

## **17. Physical, Sensorial and Cognitive Learning and Development in Early Childhood**

This module focuses on the sensory, movement, physical and cognitive development processes in early childhood. Students learn the Montessori Sensorial curriculum and accompanying materials designed to aid the cycle of learning between the mind and the body.

## **Learning Outcomes**

1. Meet sensorial, physical, and cognitive needs throughout the different stages of a young child's development.
2. Plan activities and materials that can be introduced to aid a child's growth, development, and creativity.
3. Demonstrate knowledge of the social and ethical issues relevant to making accommodations for learners.

## **18. Foundations of Teaching Reading**

This module provides students with a strong foundation in the best practices of literacy instruction, covering phonological and phonemic awareness, phonics, vocabulary development, fluency, comprehension, assessment, and writing. Students design and implement effective instructional strategies.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to reading education where the correct use of evaluation data is essential.
2. Display creativity and initiative in carrying out strategies for teaching reading.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to reading pedagogy.

## **19. Mathematical Learning and Development**

This module focuses on educational techniques and practices to support the early development of mathematical processes and skills using concrete materials to introduce basic mathematical concepts, methods, and language. Students develop skills to enhance a child's natural interest in mathematics.

### **Learning Outcomes**

1. Understand how young children discover and notice mathematical dimensions in their world naturally and the intrinsic motivation children have that promotes exploration.
2. Support the development of sound mathematical dimensions using real-life, concrete and social settings.
3. Promote early high-quality maths experiences through concrete Montessori materials and curriculum.
4. Support a child's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds.

## **20. Integrated Language Acquisition**

This module includes close study of best practices to structure learning opportunities for diverse student populations, developing an understanding of the instructional needs of English learner populations and awareness of appropriate programmes and services to meet those specific needs.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to language acquisition where the correct use of relevant teaching materials is essential.

2. Display creativity and initiative in carrying out instructional strategies.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to language pedagogy.

## **21. Montessori Philosophy**

Maria Montessori was an educator who insisted that pedagogical practice be based on psychology — specifically on theories of developmental psychology. This module examines her educational work and its inseparability from her work as a pioneering psychologist, forming the philosophical foundation for Montessori-track students.

### **Learning Outcomes**

1. Critically analyse and discuss the Montessori philosophy and scientific pedagogy and its unique approach that is both child-centric and highly structured.
2. Utilise Montessori philosophy as a tool that allows teachers to better observe, understand and respect children.
3. Apply principal Montessori theories to one's environment context and integrate with one's personal values.

## **22. Methods of Language Arts**

This module focuses on principles of developmentally appropriate instruction related to the language arts. It includes a survey of instructional approaches, materials and media for teaching reading, writing, speaking, listening, viewing and visually representing.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to the language arts.
2. Display creativity and initiative in carrying out language arts instruction.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to incorporating language arts into early childhood curriculum.

## **23. Classroom Management and Operational Strategies**

This module provides a combination of strategies for effective leadership skills and operational strategies. Students learn appropriate methods of guiding young children's behaviour through Micro-Observation exercises.

### **Learning Outcomes**

1. Compare different theories of classroom leadership and critically evaluate effectiveness in real-world situations.
2. Implement a positive leadership style to become a confident leader with families and children.
3. Make confident decisions during challenging times through real-life situations.

## **24. Principles of Child Development and Appropriate Teaching Practices**

Students study various concepts and topics related to child development and learning principles, each situated within the context of the classroom environment, the child's developmental stage, and recommendations for best classroom practices.

### **Learning Outcomes**

1. Plan and implement instruction by applying knowledge of environmental and biological factors that can restrain the development of a young child's learning.
2. Reflect on and analyse teaching and nurturing practices and how they interrelate with principles of child development.
3. Implement key Montessori materials and practices through presentations and lessons.
4. Demonstrate effective communication in a classroom setting.

## **25. Teaching ESL Learners**

This module helps students develop skills to function as knowledgeable and effective teachers of students in a bilingual/ESL classroom. Students conduct an in-depth study of theories, pedagogical considerations, and current methodology in the teaching of listening, speaking, reading, and writing skills for second languages.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to teaching ESL students where the correct use of pedagogical materials is essential.
2. Display creativity and initiative in carrying out curriculum planning for ESL students.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to ESL curriculum.

## **26. Assessing ESL Learners**

This module provides an overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. Students develop skills related to structuring appropriate assessment procedures that reflect current research, best practices, and government standards.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to assessing ESL students where the correct use of pedagogical materials is essential.
2. Display creativity and initiative in carrying out assessment planning for ESL students.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to ESL assessments.

## **27. Physical-Motor and Cognitive Learning and Development in Infants and Toddlers**

Students study and evaluate the progression of children from involuntary to voluntary movements, with emphasis on the physical and cognitive development of infants and toddlers. The module covers gross motor progression, equilibrium development, and related areas of physical-cognitive interaction.

### **Learning Outcomes**

1. Recognize and identify the different stages of physical development in infants and toddlers.
2. Meet the physical and cognitive needs of infants and toddlers throughout the different stages of physical development.
3. Effectively select activities and materials to be introduced that aid the growth, development and creativity of children.

## **28. Life Skills**

This module introduces Life Skills through the Montessori Practical Life area and curriculum in the Infant and Toddler environment. These life skills and experiences play an essential role in developing concentration, persistence, and self-confidence, and students explore peer learning and socialisation strategies.

### **Learning Outcomes**

1. Support children's social and emotional development.
2. Recognize and identify cultural differences and the differences in emotional and social development, including identity development and regulation, and support typical and atypical development with activities and materials.
3. Connect and build strong relationships with infants and toddlers.
4. Advance children's physical and intellectual development through Practical Life exercises.

## **29. Communication and Language Learning and Development for Infants and Toddlers**

This module provides an introduction to the Montessori Language area and curriculum in the Infant and Toddler environment. Students learn that communication with infants and toddlers involves body language, attitude, and actions that respond to the child's needs — not just words and tone.

### **Learning Outcomes**

1. Identify and analyse how young children develop oral language in the pre-linguistic and linguistic phase.
2. Apply techniques, programme and curricular practices that promote the development of oral language.
3. Compare different theories of language development and utilise effective communication in a classroom setting.

## **30. Best Teaching Practices in the Infant and Toddler Community**

This module provides an in-depth understanding of quality interactions and teaching practices required in an infant and toddler community. Students explore how the domains of social, emotional, and language development are fundamental in every interaction with young children.

## **Learning Outcomes**

1. Care for infants with a thoughtful and meaningful approach.
2. Conduct continuous analysis and ongoing reflective practice to auto-evaluate personal professional and ethical performance.
3. Build relationships of trust with families of infants and toddlers.

## **31. Foundations of Special Education**

Students learn to design lesson plans specific to the abilities, strengths, and interests of disabled students. The module develops data-based decision-making skills for transforming academic material into hands-on activities that help students develop socialisation and life skills, with a focus on using technology and play to support learning.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to special education.
2. Display creativity and initiative in carrying out research related to special education lesson planning.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to assessing exceptional children.

## **32. Classroom Management and Operational Strategies in the Infant and Toddler Communities**

This module provides a combination of strategies for effective leadership skills, operational strategies, and proactive communication with families and other adults in the infant and toddler environment.

### **Learning Outcomes**

1. Implement a positive leadership style to become a confident leader with families and children.
2. Make confident decisions during challenging times through real-life situations.
3. Compare different theories of classroom leadership and critically evaluate effectiveness in real-world situations.

## **33. Principles of Infant and Toddler Development and Learning**

Students study various concepts and topics related to child development and learning principles in the infant and toddler context. Each topic is situated within the classroom environment, the child's developmental stage, and recommendations for best classroom practices.

### **Learning Outcomes**

1. Reflect on and analyse teaching and nurturing practices and how they interrelate with principles of child development.
2. Implement key Montessori materials and practices through presentations and lessons.
3. Demonstrate effective communication in a classroom setting.

## **34. Creative Arts Integration in Early Childhood Education**

This module introduces principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support creative thinking.

### **Learning Outcomes**

1. Independently manage projects that require techniques related to the creative arts where the correct use of teaching materials is essential.
2. Display creativity and initiative in carrying out creative arts curriculum planning.
3. Monitor and review their own performance and the performance of others; where appropriate collaboratively train others in the correct approach to creative arts pedagogy.

## **35. About the Child**

This capstone module provides an intensive experience covering the nature of the child and the child's development. The focus is to stimulate and sensitise students through awareness exercises that illuminate the importance of their role and their enduring influence in the life of young children.

### **Learning Outcomes**

1. Demonstrate understanding of how to engage in a reciprocal partnership with families and other professionals to facilitate responsive interactions, teaching practices and interventions when needed.
2. Implement ongoing self-awareness exercises and integrate them as a consistent professional practice.
3. Integrate positive interactions and intentional guidance while supporting young children.
4. Apply knowledge and experience into real-world settings to understand and serve the unmet needs of a child.

## **36. Families, Communities and Social Issues**

This module offers comprehensive information and practice regarding general approaches to working with families and communities, as well as specific practice with common situations that arise in the school/family partnership within all family structures.

### **Learning Outcomes**

1. Apply the knowledge and strategies for building strong, trusting, respectful, culturally responsible and affirming partnerships with all families and communities allowing for mutual exchange of knowledge and information.
2. Guide families to continue supporting early childhood growth and development.
3. Demonstrate competency and knowledge on how to communicate effectively with families.
4. Understand and describe the implications for integrating and including all families and community structures.

## **37. Refining Teaching Practices and Reflection**

This module provides an opportunity for in-service and pre-service educators to reflect upon strategies, historical foundations, and principles of developmentally appropriate practice in infant and toddler communities, drawing on knowledge acquired through coursework, practicum, and observations.

## **Learning Outcomes**

1. Develop and sustain the habit of reflective and intentional practice in their daily work with infants and toddlers and as early childhood professionals.
2. Demonstrate skilful teaching practices, using knowledge of curriculum frameworks, academic and developmental content knowledge, and related pedagogy.
3. Plan and implement equitable access to all materials and activities and developmentally appropriate, challenging experiences in natural and inclusive environments.
4. Create personal and professional goals and action plans for achieving them.

## **38. Industry Experience Practicum**

This module provides students with the opportunity to apply their skills and knowledge with children in a real-world setting. Enrolment is only permitted once all foundational and specialisation coursework has been completed.

### **Learning Outcomes**

1. Apply and use the knowledge of various curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in a nature-inclusive environment.
2. Understand and use teaching skills that are responsive to the learning trajectories of children and to the needs of each individual child.
3. Identify multiple opportunities for young children to develop, learn and engage in meaningful experiences independently and with peers across contexts.
4. Engage in ongoing observation and planning and use adaptable and embedded instructional and environmental arrangements and appropriate developmental materials.

## **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

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](mailto: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.