

# Postgraduate Certificate Coaching, Competencies of the Coach





## Postgraduate Certificate Coaching, Competences of a Coach

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/pk/education/postgraduate-certificate/coaching-competencies-coach](http://www.techtitute.com/pk/education/postgraduate-certificate/coaching-competencies-coach)

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01

# Introduction

Coaching is a discipline that has been deeply introduced into the field of business, providing support to companies, groups and individuals to achieve their objectives.







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*This Postgraduate Certificate in Coaching, Competencies of the Coach will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"*

Coaching was born in response to new needs and challenges in the world of business and people. It receives very ancient influences from Socratic and Pythagorean philosophy, but also from the most recent discoveries in neuroscience.

It is natural that Coaching has much to contribute to education given the great number of challenges posed by the accelerated social and economic transformation we are experiencing, as well as the uncertainty as to what educational objectives are necessary to face the challenges of the immediate future.

Learning always involves goal-oriented processes (at least academic) that reveal difficulties and blockages, so it is necessary to work with emotions, self-esteem and one's own beliefs.

Knowing the basics and fundamentals of the practice of coaching, its various methods, aspects and typologies is essential to understand what a powerful tool it is in the hands of teachers with a proactive attitude.

In addition to its fields of action and its uniqueness in each process, the agents involved and the skills that a coach must have in the coaching process.

Entering into the process of a coaching session, observing the various roles of the Coach, the Coachee, the objective and above all the commitment to the action allows a deeper understanding of the uniqueness of coaching in relation to other modes of accompaniment. The responsibility is always the customer's. The Coach has the responsibility to sustain the process.

This **Postgraduate Certificate in Coaching, Competencies of the Coach** contains the most complete and up to date education on the market. The most important features of the program include:

- ♦ Development of case studies presented by experts in educational coaching and pedagogy
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ News on coaching and its competencies
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in the field of coaching
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Update your knowledge through the Postgraduate Certificate program in Coaching, Competencies of the Coach"*

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*This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Coaching, Competencies of a Coach, you will obtain a certificate of the program from TECH Technological University"*

It includes, in its teaching staff, professionals belonging to the field of teaching, pedagogy and coaching, who pour into this education the experience of their work, in addition to recognized specialists belonging to leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the Educators must try to solve the different professional practice situations that arise during the course. To this end, the educator will be assisted by an innovative interactive video system created by recognized experts in the field of coaching and pedagogy with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this program.*

*Take the opportunity to learn about the latest advances in Coaching, Competencies of a Coach and improve the attention to your students.*



02

# Objectives

The Postgraduate Certificate in Coaching, Competencies of a Coach is aimed at facilitating the performance of the professional dedicated to working with students with visual impairments.





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*This Postgraduate Certificate is designed to update your knowledge in Coaching, Competencies of a Coach, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"*



## General Objectives

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- ♦ Provide students with advanced specialized training based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership

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*Take the opportunity and take the step to get up to date on the latest developments in Coaching, Competencies of the Coach"*





## Specific Objectives

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- ♦ Know Coaching and its epistemological sources.
- ♦ Become aware of the actors involved in the coaching process.
- ♦ Know the areas of action of Coaching
- ♦ Become aware of the differences between Coaching, Mentoring and Psychotherapy.
- ♦ Become familiar with the agents in the Coaching Process
- ♦ Manage the basic concepts of Coaching and the most used structures in Coaching processes.
- ♦ Appreciate the importance of communication in the Coaching process
- ♦ Identify different Communication Styles
- ♦ Know the Components of Communication
- ♦ Understand the Capacity of Communicative Acts to Generate Meaning and Reality
- ♦ Acquire Active Listening Skills
- ♦ Know the Calibration Process
- ♦ Understand the importance of Rapport
- ♦ Understand the Importance of Feedback in Communication
- ♦ Appreciating the Importance of Generating Insights
- ♦ Learning Respectful Confrontation to Generate Learning



03

# Course Management

The program's teaching staff includes leading experts in the field of coaching and pedagogy who bring the experience of their work to this education. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.







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*Learn from leading professionals, the latest advances in coaching procedures, competencies of the Coach"*

## Management



### Ms. Jiménez Romero, Yolanda

- ◆ Psychopedagogue and Primary School Teacher with a major in English
- ◆ Director of the University Teaching and Educational Coaching programs at TECH Technological University.
- ◆ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- ◆ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ◆ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- ◆ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ◆ Teacher in the High Abilities and Inclusive Education program
- ◆ Educational psychologist
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Neurolinguistic Programming Practitioner

## Professors

### Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera

### Dr Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera

### Dr. Visconti Ibarra, Martin

- ♦ Director Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

### Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

### Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

### Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of current innovative information, and committed to quality teaching through new educational technologies.







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*This Postgraduate Certificate in Coaching, Competencies of the Coach, contains the most complete and up-to-date scientific program on the market"*

## Module 1. Neurosciences and Education

- 1.1. Neuroscience
  - 1.1.1. Introduction
  - 1.1.2. Concept of Neuroscience
  - 1.1.3. Neuromyths
    - 1.1.3.1. We only use 10% of the Brain
    - 1.1.3.2. Right Brain vs. Left Brain
    - 1.1.3.3. Learning Styles
    - 1.1.3.4. Male Brain vs. Female Brain
    - 1.1.3.5. Critical Learning Periods
- 1.2. The Brain
  - 1.2.1. Brain Structures
    - 1.2.1.1. Cerebral Cortex
    - 1.2.1.2. Cerebellum
    - 1.2.1.3. Basal Ganglia
    - 1.2.1.4. Limbic System
    - 1.2.1.5. Brainstem
    - 1.2.1.6. Thalamus
    - 1.2.1.7. Spinal Cord
    - 1.2.1.8. Main Functions of the Brain
  - 1.2.2. Triune Model
    - 1.2.2.1. The Reptilian Brain
    - 1.2.2.2. The Emotional Brain
    - 1.2.2.3. The Neocortex
  - 1.2.3. Bilateral Model
    - 1.2.3.1. The Right Hemisphere
    - 1.2.3.2. The Left Hemisphere
    - 1.2.3.3. Functioning of the Cerebral Hemispheres
  - 1.2.4. Cognitive Brain and Emotional Brain
    - 1.2.4.1. The Rational Brain
    - 1.2.4.2. The Emotional Brain



- 1.2.5. Neurons
  - 1.2.5.1. What are they?
  - 1.2.5.2. Neuronal Pruning
- 1.2.6. What are Neurotransmitters?
  - 1.2.6.1. Dopamine
  - 1.2.6.2. Serotonin
  - 1.2.6.3. Endorphin
  - 1.2.6.4. Glutamate
  - 1.2.6.5. Acetylcholine
  - 1.2.6.6. Norepinephrine
- 1.3. Neuroscience and Learning
  - 1.3.1. What is learning?
    - 1.3.1.1. Learning as Memorization
    - 1.3.1.2. Learning as Accumulation of Information
    - 1.3.1.3. Learning as Interpretation of Reality
    - 1.3.1.4. Learning as Action
  - 1.3.2. Mirror Neurons
    - 1.3.2.1. Learning by Example
  - 1.3.3. Levels of Learning
    - 1.3.3.1. Bloom's Taxonomy
    - 1.3.3.2. SOLO Taxonomy
    - 1.3.3.3. Levels of Knowledge
  - 1.3.4. Learning Styles
    - 1.3.4.1. Convergent
    - 1.3.4.2. Divergent
    - 1.3.4.3. Accommodating
    - 1.3.4.4. Assimilator
  - 1.3.5. Types of Learning
    - 1.3.5.1. Implicit Learning
    - 1.3.5.2. Explicit Learning
    - 1.3.5.3. Associative Learning
    - 1.3.5.4. Significant Learning
    - 1.3.5.5. Cooperative Learning
    - 1.3.5.6. Cooperative Learning
    - 1.3.5.7. Emotional Learning
    - 1.3.5.8. Rote Learning
    - 1.3.5.9. Discovery Learning
- 1.4. Multiple intelligences
  - 1.4.1. Definition
    - 1.4.1.1. According to Howard Gardner
    - 1.4.1.2. According to other Authors
  - 1.4.2. Classification
    - 1.4.2.1. Linguistic Intelligence
    - 1.4.2.2. Logical-mathematical Intelligence
    - 1.4.2.3. Spatial Intelligence
    - 1.4.2.4. Musical Intelligence
    - 1.4.2.5. Body and Kinesthetic Intelligence
    - 1.4.2.6. Intrapersonal Intelligence
    - 1.4.2.7. Interpersonal Intelligence
    - 1.4.2.8. Naturopathic Intelligence
  - 1.4.3. Multiple Intelligences and Neurodidactics
  - 1.4.4. How to Work the IIMM in the Classroom?
  - 1.4.5. Advantages and Disadvantages of Applying the IIMM in Education
- 1.5. Neuroscience– Education
  - 1.5.1. Neuroeducation
    - 1.5.1.1. Introduction
    - 1.5.1.2. What is Neuroeducation?
  - 1.5.2. Brain Plasticity
    - 1.5.2.1. Synaptic Plasticity
    - 1.5.2.2. Neurogenesis
    - 1.5.2.3. Learning, Environment, and Experience
    - 1.5.2.4. The Pygmalion Effect

- 1.5.3. Memory
  - 1.5.3.1. What is Memory?
  - 1.5.3.2. Types of Memory
  - 1.5.3.3. Levels of Processing
  - 1.5.3.4. Memory and Emotion
  - 1.5.3.5. Memory and Motivation
- 1.5.4. Emotion
  - 1.5.4.1. Binomial Emotion and Cognition
  - 1.5.4.2. Primary Emotions
  - 1.5.4.3. Secondary Emotions
  - 1.5.4.4. Functions of Emotions
  - 1.5.4.5. Emotional States and Implication in the Learning Process
- 1.5.5. Attention
  - 1.5.5.1.1. Attention Networks
  - 1.5.5.2. Relationship between Attention, Memory and Emotion
  - 1.5.5.3. Executive Attention
- 1.5.6. Motivation
  - 1.5.6.1. The 7 Stages of School Motivation
- 1.5.7. Contributions of Neuroscience to Learning
- 1.5.8. What is Neurodidactics?
- 1.5.9. Contributions of Neurodidactics to Learning Strategies
- 1.6. Neuroeducation in the Classroom
  - 1.6.1. The figure of the Neuroeducator
  - 1.6.2. Neuroeducational and Neuropedagogical Importance
  - 1.6.3. Mirror Neurons and Teacher Empathy
  - 1.6.4. Empathic Attitude and Learning
  - 1.6.5. Classroom Applications
  - 1.6.6. Classroom Organization
  - 1.6.7. Proposal for Classroom Improvement
- 1.7. Playing and New Technologies
  - 1.7.1. Etymology of Playing
  - 1.7.2. Benefits of Playing
  - 1.7.3. Learning by Playing
  - 1.7.4. The Neurocognitive Process
  - 1.7.5. Basic Principles of Educational Games
  - 1.7.6. Neuroeducation and Board Games
  - 1.7.7. Educational Technology and Neuroscience
    - 1.7.7.1. Integration of Technology in the Classroom
  - 1.7.8. Development of Executive Functions
- 1.8. Body and Brain
  - 1.8.1. The Connection between Body and Brain
  - 1.8.2. The Social Brain
  - 1.8.3. How do we prepare the Brain for Learning?
  - 1.8.4. Feeding
    - 1.8.4.1. Nutritional Habits
  - 1.8.5. Rest
    - 1.8.5.1. Importance of Sleep in Learning
  - 1.8.6. Exercise
    - 1.8.6.1. Physical Exercise and Learning
- 1.9. Neuroscience and School Failure
  - 1.9.1. Benefits of Neuroscience
  - 1.9.2. Learning Disorders
  - 1.9.3. Elements for a Success-oriented Pedagogy
  - 1.9.4. Some suggestions for improving the Learning Process
- 1.10. Reason and Emotion
  - 1.10.1. The Binomial Reason and Emotion
  - 1.10.2. What are Emotions good for?
  - 1.10.3. Why Educate Emotions in the Classroom
  - 1.10.4. Effective Learning through Emotions

## Module 2. Systemic Coaching

- 2.1. General Systems Theory
  - 2.1.1. What is a System?
  - 2.1.2. Systemic Approach to Development
  - 2.1.3. The Person as an Open System
  - 2.1.4. Systemic Bases and Laws



- 2.1.5. Interpretation of the Conceptions of Development Within the Framework of Systems Theory
  - 2.1.5.1. Vygotski
  - 2.1.5.2. Piaget
  - 2.1.5.3. Bronfenbrenner
- 2.1.6. Systems and Cross-cultural Development
- 2.2. Current Systemic Currents
  - 2.2.1. Historical Review of Systemic Psychotherapy
  - 2.2.2. Different Schools Today
    - 2.2.2.1. International or Palo Alto School
    - 2.2.2.2. Strategic Structural School
    - 2.2.2.3. Milan School
  - 2.2.3. Contributions of the Systemic Approach to the Organizations.
  - 2.2.4. The Systemic Model Applied to the Educational Field
- 2.3. Bert Hellinger's Philosophy
  - 2.3.1. Fundamentals
  - 2.3.2. The Systemic Movements
  - 2.3.3. Systemic Phenomenological Model
  - 2.3.4. Good and Bad Conscience
  - 2.3.5. Distinction between Therapeutic and Pedagogical Interventions
  - 2.3.6. Contribution to the Educational Field
- 2.4. The Orders of Love and the Orders of Help
  - 2.4.1. Educating "Ordering" and Helping Constructive Relational "Love"
  - 2.4.2. Laws of Helping in Education
  - 2.4.3. Systemic Laws in the Family and Educational Institutions
  - 2.4.4. Giving/Taking Balance: Teaching/Learning
  - 2.4.5. Analysis for the Improvement of Coexistence
    - 2.4.5.1. Reconciliation
    - 2.4.5.2. Integration.
- 2.5. The Three Systemic Intelligences
  - 2.5.1. Transgenerational
  - 2.5.2. Intergenerational
  - 2.5.3. Intragenerational
  - 2.5.4. Emotional and Cognitive from the Intergenerational and Transgenerational Point of View
  - 2.5.5. Family Inheritance as Culture
  - 2.5.6. Loyalties and Beliefs
- 2.6. Systemic Pedagogy
  - 2.6.1. Principles
    - 2.6.1.1. Belonging
    - 2.6.1.2. Order
    - 2.6.1.3. Links
  - 2.6.2. A New Approach to Education
  - 2.6.3. Educational Processes from Systemic Pedagogy
  - 2.6.4. The Place of Emotions in the Educational System
- 2.7. The Systemic Pedagogue
  - 2.7.1. Features
  - 2.7.2. Functions
  - 2.7.3. Academic Autobiography
  - 2.7.4. Work Autobiography
- 2.8. The Family System
  - 2.8.1. The Genogram
  - 2.8.2. The Systemic Approach to Couple and Child Relationships
  - 2.8.3. Family History
  - 2.8.4. Occupying the Place in the Family
- 2.9. The School System
  - 2.9.1. Creating Bridges between Family and School
  - 2.9.2. New Family Models and their Influence in the Classroom
  - 2.9.3. The Educational Project of the Centers from the Perspective of Systemic Pedagogy
  - 2.9.4. Life Project in Relation to Feelings and Transgenerational Vision of the Educational Centers

05

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.





This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

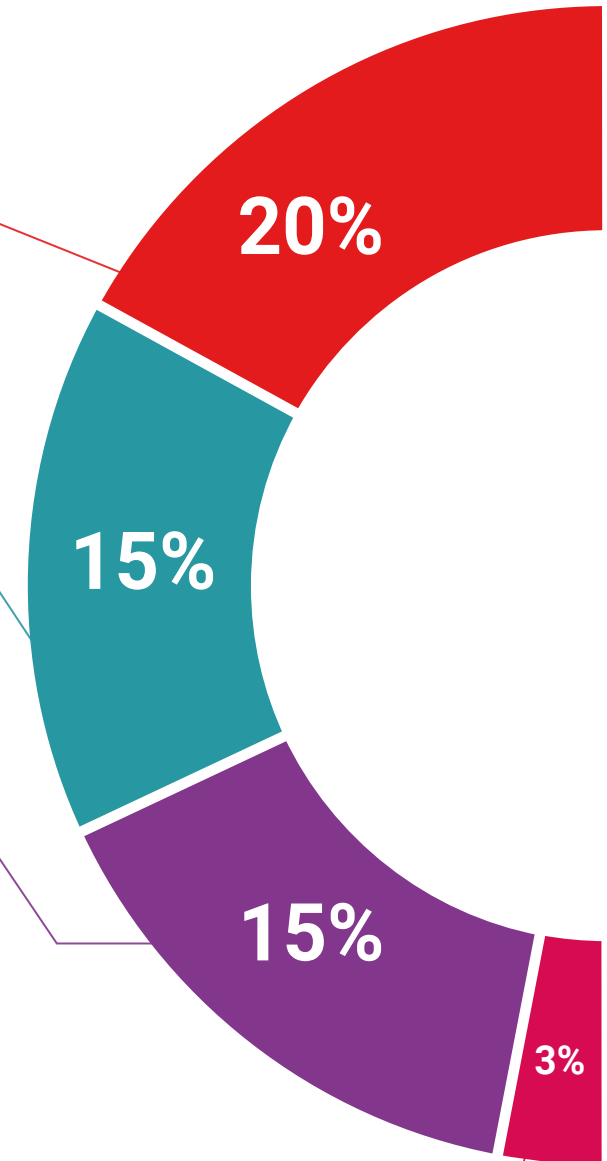
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

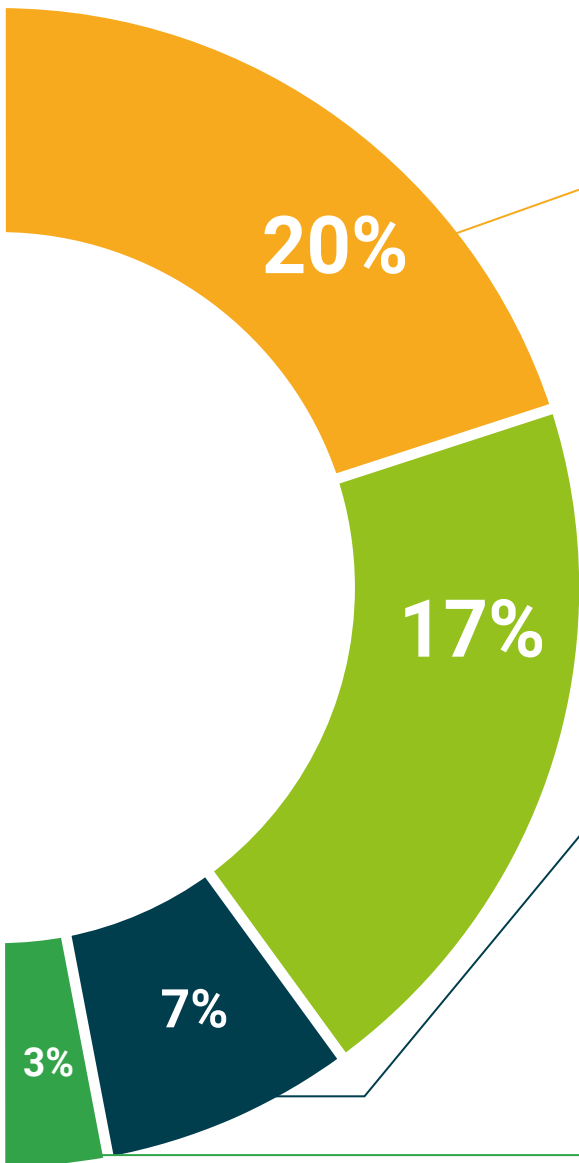


#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Certificate in Coaching, Competencies of the Coach guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Certificate in Coaching, Competencies of the Coach** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** diploma issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Certificate**, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Postgraduate Certificate in Coaching, Competencies of the Coach**

Official N° of Hours: **300 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Certificate Coaching, Competences of a Coach

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