Postgraduate Certificate

Integration of the Educational Project in the Center

tech global university

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Postgraduate Certificate

Integration of the Educational Project in the Center

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Global University**
- Credits: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/integration-educational-project-center**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 24

06 Certificate p. 32

01

Introduction

This Postgraduate Certificate in Integration of the Educational Project in the Center introduces you, in the first module, to the first phase of the action plan: the holistic analysis of the situation.

An educational project cannot be programmed or implemented without first analyzing the concrete and real situation of the educational center where it will be implemented, or of the families and students for whom it is intended. This holistic analysis is extremely necessary for the project to have a chance of success and acceptance among all the parties involved in the implementation process.

This Postgraduate Certificate in Integration of the Educational Project in the Center will generate a sense of confidence in the performance of your profession, which will help you to grow personally and professionally"

Therefore, we will analyze all the factors to be taken into account in a complete analysis of the situation. These are: social analysis, psychological analysis, cultural analysis, technological analysis, ethical analysis, business analysis, analysis of the goals and objectives of the center, analysis of students and family context, analysis of educational agents, and SWOT analysis.

After the holistic analysis phase of the situation, and the study of all the areas that must be taken into account when programming an educational project, in this sixth module we enter into one of the points that is usually forgotten in other academic plans, but that real and professional experience in the implementation of educational projects has shown that it is one of the most important areas and that the success of the action plan depends a lot on it.

In view of this, we will analyze the phase of integration of the educational project in the center. A project is not simply planted in the school, but must take root by integrating itself into the whole structure that already exists in the school, and taking into account the moments and factors of particular relevance for it.

Thus, we will begin by studying the applicable regulatory framework on which the adaptation of the educational project depends. Next, we will examine several of the possible areas or plans of the center that must be taken into account, as they have an influence on the integration of the educational project in the center. We will go deeper into the tutorial action plan, the truancy plan, the plan of attention to educational inclusion, the coexistence and equality plan, the transition plan between stages, the reading promotion plan, the school welcome plan, the internal rules and regulations, and we will conclude with a series of projects to be taken into account in this integration.

This program makes professionals in this field increase their capacity for success, which results in a better praxis and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

This **Postgraduate Certificate in Integration of the Educational Project in the Center** contains the most complete and up-to-date program on the market. Its most notable features are:

- Development of case studies presented by experts in teaching, educational innovation, school management and marketing for teachers
- 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 school management and educational innovation
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- With special emphasis on innovative methodologies in school management and educational innovation. All this will be complemented with theoretical lessons, questions to the expert, discussion forums on controversial issues and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection

Update your knowledge through the Postgraduate Certificate program in Integration of the Educational Project in the Center"

This Postgraduate Certificate may be the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge in Integration of the Educational Project in the Center, you will obtain a Postgraduate Certificate from TECH Global University"

It includes in its teaching staff professionals belonging to the field of integration of the educational project in the center, who pour into this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program to learn 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 throughout the Postgraduate Certificate. For this purpose, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of integration of the educational project in the center and with great teaching experience.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

Take the opportunity to learn about the latest advances in the Integration of the Educational Project in the Center and improve the attention to your students.

02

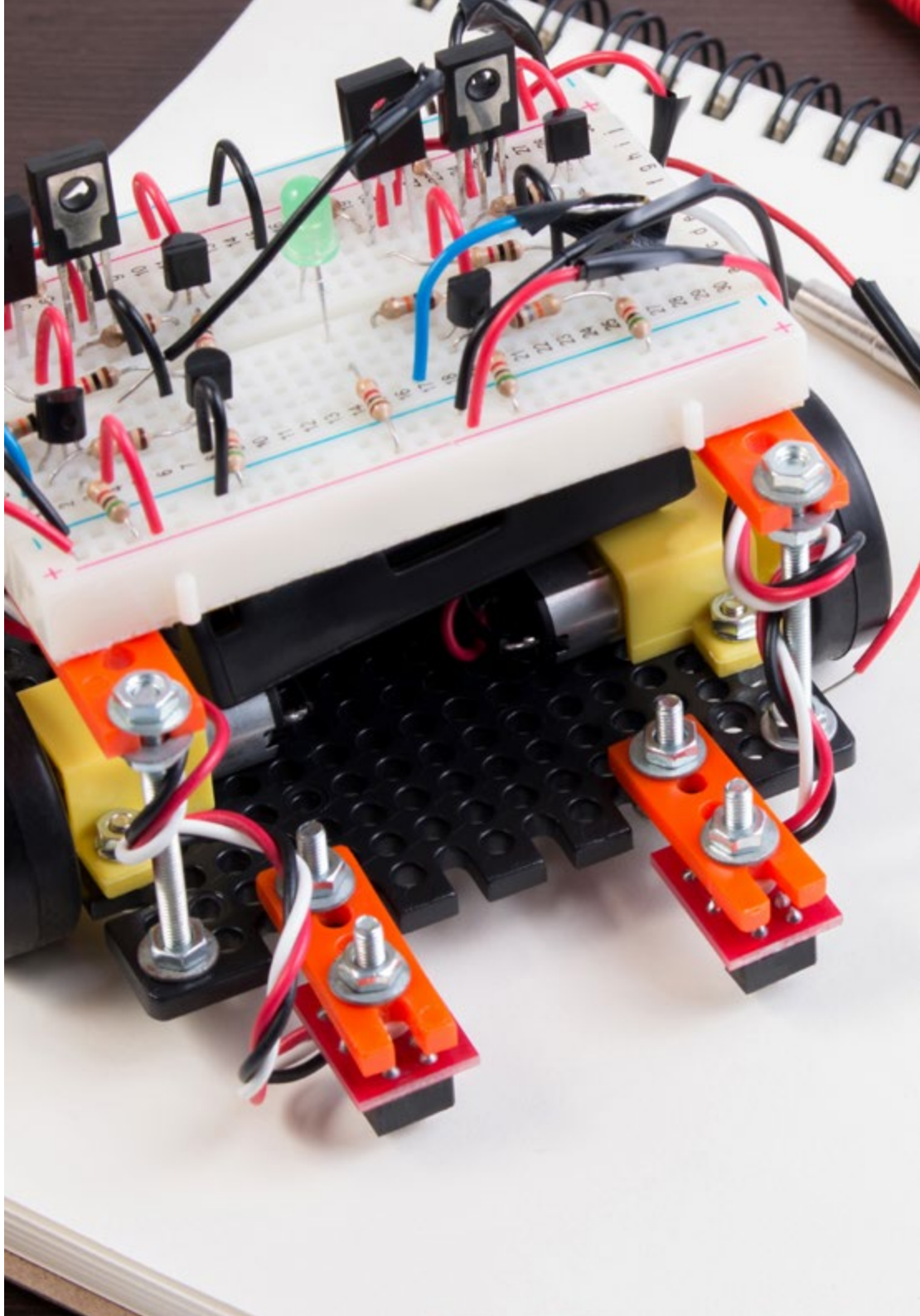
Objectives

The Postgraduate Certificate in Integration of the Educational Project in the Center is oriented to facilitate the performance of the professional dedicated to working with students related to the educational field.

This Postgraduate Certificate is designed to help you update your knowledge in Integration of the Educational Project in the Center with the use of the latest educational technology, to contribute with quality and confidence to the decision making and monitoring of these students"

General Objectives

- Know the most important elements of the educational project
- Specialize people in the educational field in order to improve the educational projects they use, or to develop an innovative project of their own creation or based on evidence
- Study each of the phases of programming and implementation of an educational project
- Analyze the essential factors to be taken into account in the programming and implementation of an educational project
- Get a global view of the whole process and not just a biased position
- Understand the role of each of the educational agents in each phase of the programming and implementation of the educational project
- Delve into the essential success factors of the educational project
- Become an expert to lead or participate in a quality educational project



Specific Objectives

- Understand the benefits for educators and other educational agents
- Learning the positivity of the school climate in the implementation of an educational project
- Understand the benefits of the educational project as a driving force for the center
- Highlight the improvement of the center's management style
- Investigate the process of generating leaders as a benefit of the educational project
- Study the improvement of the alignment of the mission, vision and values promoted by the school
- Analyze the educational progress that promotes the implementation of a quality educational project
- Discover the benefits of adaptation to the environment in the implementation of an educational project
- Learn about the improvement of the coexistence, learning and work environment developed in the implementation of an educational project
- Expanding knowledge in the area of improving relations with the environment and with other educational centers

03

Course Management

The program includes in its teaching staff reference experts in Integration of the Educational Project in the Center who pour into this program the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

Learn from leading professionals, the latest advances in procedures in the field of Integration of the Educational Project in the Cente"

Management

Mr. Pattier Bocos, Daniel

- Positions: Specialist in educational innovation
- Researcher and university lecturer at the Faculty of Education at Complutense University of Madrid
- Finalist for Best Teacher in Spain at the Educa Abanca Awards

Professors

Dr. Elvira-Valdés, María Antonieta

- Positions: D. in Social Sciences and Humanities
- University professor
- Specialist in social dynamics
- Psychologist and educational consultant

Dr. Paredes Giménez, Jorge

- Positions: Professors Specialist in management and direction of educational centers
- PhD in Education
- Teacher and director of an educational center in the Valencian Community

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies.

This Postgraduate Certificate in Integration of the Educational Project in the Center, contains the most complete and up-to-date program on the market"

Module 1. Programming Phase of the Educational Project: Holistic Analysis of the Situation

1.1. Social Analysis
- 1.1.1. Globalization
- 1.1.2. State and Society
- 1.1.3. Contemporary Politics and Ideologies
- 1.1.4. Social Changes
- 1.1.5. Information and Knowledge Society
- 1.1.6. The Welfare Society, Realities and Myths
- 1.1.7. Work and Employability
- 1.1.8. Citizen Participation
- 1.1.9. Diagnosis of the Social Context
- 1.1.10. Challenges of Contemporary Society

1.2. Psychological Analysis
- 1.2.1. Notes on Learning Theories
- 1.2.2. Dimensions of Learning
- 1.2.3. Psychological Processes
- 1.2.4. Multiple Intelligences
- 1.2.5. Cognitive and Metacognitive Processes
- 1.2.6. Teaching Strategies
- 1.2.7. Teaching Styles
- 1.2.8. Educational Needs and Learning Difficulties
- 1.2.9. Thinking Skills
- 1.2.10. Counseling and Guidance

1.3. Cultural Analysis
- 1.3.1. Theories on Culture
- 1.3.2. Culture and Cultural Evolution
- 1.3.3. Culture Components
- 1.3.4. Cultural Identity
- 1.3.5. Culture and Society

1.3.6. Traditions and Customs in Culture
1.3.7. Culture and Communication
1.3.8. Culture and Cultural Educational
1.3.9. Interculturality and Integration
1.3.10. Crisis and Challenges in Culture

1.4. Technological Analysis
1.4.1. ICTs and New Technologies
1.4.2. Innovation and Development
1.4.3. Advantages and Disadvantages of New Technologies
1.4.4. Impact of ICT in the Educational Field
1.4.5. Internet Access and New Technologies
1.4.6. Digital Environment and Education
1.4.7. E-learning y b-learning
1.4.8. Collaborative Learning
1.4.9. Video Games and Education
1.4.10. ICT and Teacher Training

1.5. Ethical Analysis
1.5.1. Approach to Ethics
1.5.2. Ethics and Morals
1.5.3. Moral Development
1.5.4. Principles and Values Today
1.5.5. Ethics, Morals and Beliefs
1.5.6. Ethics and Education
1.5.7. Educational Ethics
1.5.8. Ethics and Critical Thinking
1.5.9. Training in Values
1.5.10. Ethics and Project Management

1.6. Business Analysis
1.6.1. Business Planning and Strategy
1.6.2. Mission and Vision of the Organization
1.6.3. Organizational Structure
1.6.4. Administrative Management
1.6.5. Management
1.6.6. Coordination
1.6.7. Control
1.6.8. Resources
1.6.8.1. Human
1.6.8.2. Technologies
1.6.9. Supply, Demand and Economic Environment
1.6.10. Innovation and Competition

1.7. Analysis of the Center's Goals and Objectives
1.7.1. Definition of Goals and Objectives
1.7.2. The Center's Goals
1.7.3. General Objectives
1.7.4. Specific Objectives
1.7.5. Plans and Strategies
1.7.6. Actions and Campaigns
1.7.7. Expected Results
1.7.8. Indicators of Achievement

1.8. Analysis of Students and Family Context
1.8.1. Characteristics of the Student's Environment
1.8.2. The Socialization Process
1.8.3. Family Structure and Dynamics
1.8.4. Educational Involvement of the Family
1.8.5. The Student and Their Reference Groups
1.8.6. Educational Inclusion and Family
1.8.7. Attention to Diversity
1.8.8. Coexistence Plan
1.8.9. Self-Regulation and Independence
1.8.10. Performance Factors

1.9. Analysis of Educational Agents
- 1.9.1. Definition of Educational Intervention Agents
- 1.9.2. The Role of the Educational Mediator
- 1.9.3. Civil Society and Organizations
- 1.9.4. The Educational Community
- 1.9.5. The Teaching Staff
- 1.9.6. The Managers
- 1.9.7. Responsibility of the Mass Media
- 1.9.8. Leadership and Education
- 1.9.9. Learning Environments
- 1.9.10. Integration and Participation Strategies

1.10. SWOT Analysis
- 1.10.1. The SWOT Matrix
- 1.10.2. Weaknesses
- 1.10.3. Threats
- 1.10.4. Strengths
- 1.10.5. Opportunities
- 1.10.6. Successful Pairs
- 1.10.7. Matching Pairs
- 1.10.8. Reaction Pairs
- 1.10.9. Risk Pairs
- 1.10.10. Lines of Action and Strategy

Module 2. Integration Phase of the Educational Project in the Center

2.1. Applicable regulatory framework. General Considerations and Contents of the Educational Project
- 2.1.1. General Considerations
- 2.1.2. State Regulations
- 2.1.3. Regulations of autonomous communities
- 2.1.4. School Organization
  - 2.1.4.1. General Considerations
  - 2.1.4.2. Theoretical Approaches to School Organization
  - 2.1.4.3. Organizational Components in Schools
- 2.1.5. Definition and Characteristics
- 2.1.6. Values, Objectives and Priorities for Action Based on the Center's Identity.
- 2.1.7. Common Basic Aspects for the Implementation of the Curriculum
- 2.1.8. Pedagogical Lines
- 2.1.9. Content of an Educational Project
- 2.1.10. Aspects to Take into Account

2.2. Tutorial Action Plan
- 2.2.1. General Considerations
- 2.2.2. Objectives
- 2.2.3. Tutor
  - 2.2.3.1. Tutorial Functions
  - 2.2.3.2. Tutoring Assignments
  - 2.2.3.3. Organization of Tutorials
- 2.2.4. Cycle Coordination
  - 2.2.4.1. Election of the Coordinator
  - 2.2.4.2. Cycle Functions
  - 2.2.4.3. Duties of the Coordinator
- 2.2.5. Reinforcements
- 2.2.6. Events and Activities
  - 2.2.6.1. In Relation to Students
  - 2.2.6.2. In Relation to Families
  - 2.2.6.3. In Relation to the Teaching Staff and Organization of the Center
  - 2.2.6.4. In Relation to Other Educational Agents

2.2.7. Student Evaluation
2.2.7.1. Instruments
2.2.7.2. Phases
2.2.7.3. Qualification Criteria
2.2.7.4. Promotion of the Student Body
2.2.8. Teacher Evaluation Assessment of Other Educational Agents
2.2.9. Assessment of the Tutorial Action Plan
2.2.10. Aspects to Take into Account

2.3. Truancy plan
2.3.1. General Considerations
2.3.2. Definition of Absenteeism
2.3.3. Absenteeism Typology
2.3.4. Program Objectives
2.3.5. Procedures for Action
2.3.5.1. Preparation Phase
2.3.5.2. Intervention Phase
2.3.5.3. Evaluation Phase
2.3.6. Punctuality Record
2.3.7. Justification for Absences and Punctuality
2.3.8. Summons and Minutes
2.3.9. Referral Letter and Report
2.3.10. Aspects to Take into Account

2.4. Plan of Attention to Educational Inclusion
2.4.1. General Considerations
2.4.2. Organizational Measures
2.4.3. Access Adaptations
2.4.4. Significant Adaptations
2.4.5. Personal Resources
2.4.6. Material Resources
2.4.7. Agents Involved
2.4.8. Protocols to be Followed by the Tutor/School with Students
2.4.9. Follow-up of the Action Plan
2.4.10. Aspects to Take into Account

2.5. Coexistence and Equality Plan
- 2.5.1. General Considerations
- 2.5.2. Diagnosis of the State of Coexistence in the Center
- 2.5.3. Objectives
- 2.5.4. Organizational and Operational Criteria
- 2.5.5. Performance Models
  - 2.5.5.1. Model of Action Oriented to Prevention and to Achieving a Climate of Equality and Equal Opportunities
  - 2.5.5.2. Action Plans
    - 2.5.5.2.1. In the General Organization and Planning of the Center
    - 2.5.5.2.2. In the Area of Tutoring
    - 2.5.5.2.3. In the Field of Educational Guidance
    - 2.5.5.2.4. In the Area of Common Space Activities
    - 2.5.5.2.5. At Family Level
  - 2.5.5.3. Model of Action With Respect to Students Who Behave in a Manner Contrary to the Rules of Coexistence
  - 2.5.5.4. Model of Action With Respect to Students Who Behave in a Way That Is Seriously Detrimental to the Center's Coexistence
- 2.5.6. Follow-up of the Action Plan
- 2.5.7. Action Protocol for Situations of Violence Among Peers
- 2.5.8. Action Protocol for Aggressions against Teachers
- 2.5.9. Other Action Protocols
- 2.5.10. Aspects to Take into Account

2.6. Transition Plan between Stages
- 2.6.1. General Considerations
- 2.6.2. Personnel Involved
- 2.6.3. Infant to Primary Transition Plan
- 2.6.4. Primary to Secondary School Transition Plan
- 2.6.5. Promotion
- 2.6.6. Objectives
- 2.6.7. Methodological Guidelines
- 2.6.8. Assessment
- 2.6.9. Follow-up Meetings
- 2.6.10. Aspects to Take into Account

2.7. Reading Promotion Plan
- 2.7.1. General Considerations
- 2.7.2. Analysis of the Needs in the Field of Reading in the Center
- 2.7.3. Objectives
- 2.7.4. Strategies to Achieve the Objectives
- 2.7.5. Methodology
- 2.7.6. Proposed Activities
- 2.7.7. Resources
- 2.7.8. Evaluation of the Reading Plan
- 2.7.9. Templates
- 2.7.10. Aspects to Take into Account

2.8. School Welcome Plan
- 2.8.1 General Considerations
- 2.8.2. General Objectives
- 2.8.3. Responsibilities
- 2.8.4. Newly Arrived Students
  - 2.8.4.1. General Aspects
    - 2.8.4.1.1. Before Incorporation
      - 2.8.4.1.1.1. Registration, Information and Preparation
    - 2.8.4.1.2. Incorporation
      - 2.8.4.1.2.1. Welcome
      - 2.8.4.1.2.2. Incorporation into the Classroom
    - 2.8.4.1.3. Subsequent to Incorporation
      - 2.8.4.1.3.1. Initial Assessment and Determination of Needs
      - 2.8.4.1.3.2. Coordination of Educational Agents
      - 2.8.4.1.3.3. Follow-up Planning
    - 2.8.4.1.4. Follow-up and Possibilities
    - 2.8.4.1.5. Process Evaluation
  - 2.8.4.2. New Students Arriving at the Beginning of the Course Once the Course Has Started
  - 2.8.4.3. Newly Arrived Students after the Start of the Course
  - 2.8.4.4. Newly Arrived Students With No Knowledge of the Language.

2.8.5. Newly Recruited Teaching Staff
2.8.5.1. General Aspects
2.8.5.2. Newly Arrived Teaching Staff at the Beginning of the School Year university
2.8.5.3. Newly Arrived Teaching Staff After the Start of the Academic Year university
2.8.6. Non-Teaching Staff
2.8.6.1. General Aspects
2.8.6.2. Non-Teaching Staff Newly Arrived at the Beginning of the University Course
2.8.6.3. Non-Teaching Staff Arriving after the Start of the University Course
2.8.7. Model Student Welcome Plan
2.8.8. Template for the Teacher Welcome Plan
2.8.9. Model Welcome Plan for Non-Teaching Staff
2.8.10. Aspects to Take into Account
2.9. Internal Regulations
2.9.1. General Considerations
2.9.2. Student Enrollment in the School
2.9.3. Check-in and Check-Out Times
2.9.4. Absence and Substitutions
2.9.4.1. Student Absences and Substitutions
2.9.4.2. Absence and Substitutions of Teaching and Non-Teaching Personnel
2.9.5. Medication Administration Protocol
2.9.5.1. General Criteria
2.9.5.2. Health Protocol
2.9.5.3. Foreseeable and Non-Foreseeable Emergencies
2.9.5.4. First Aid Kit
2.9.5.5. Medication Administration
2.9.5.6. Annexes
2.9.6. Accident Protocol
2.9.6.1. General Criteria
2.9.6.2. Mild and Severe Situations
2.9.7. Protocol Regarding Extracurricular and Complementary Outings
2.9.8. Protocol for the Management of the Center's Spaces and Facilities
2.9.8.1. General Criteria
2.9.8.2. Security and Surveillance of the Center
2.9.8.3. Concierge
2.9.8.4. Common Areas
2.9.8.5. Classroom
2.9.8.6. Use of Information Technology
2.9.8.7. Others
2.9.9. Mentoring Meetings
2.9.10. Aspects to Take into Account
2.10. Project of Projects
2.10.1. School Lunchroom Educational Project
2.10.2. Emergency Plan
2.10.3. Innovation Project
2.10.4. Textbook Reuse, Replacement and Renewal Program
2.10.5. Improvement Plan
2.10.6. Curricular Project
2.10.7. Linguistic Project
2.10.8. Educational Marketing Plan
2.10.9. Teacher Training Plan
2.10.10. TIC Project
2.10.11. To Learn More

05

Methodology

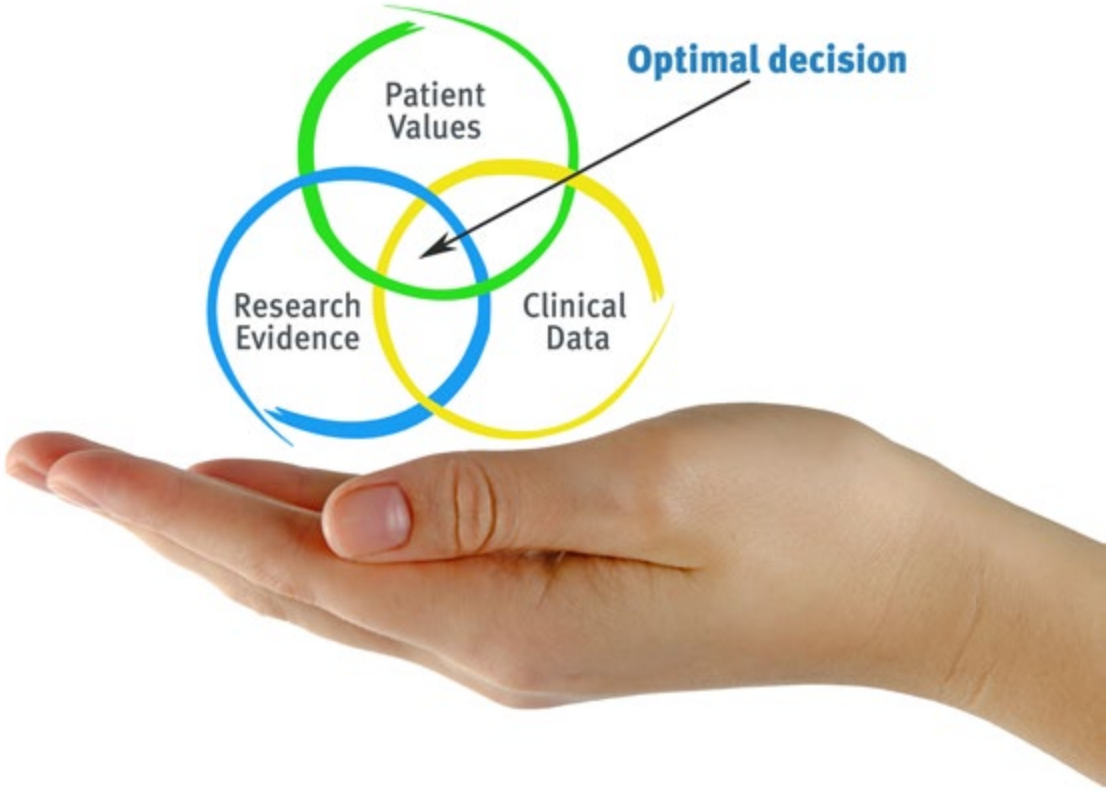
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

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:

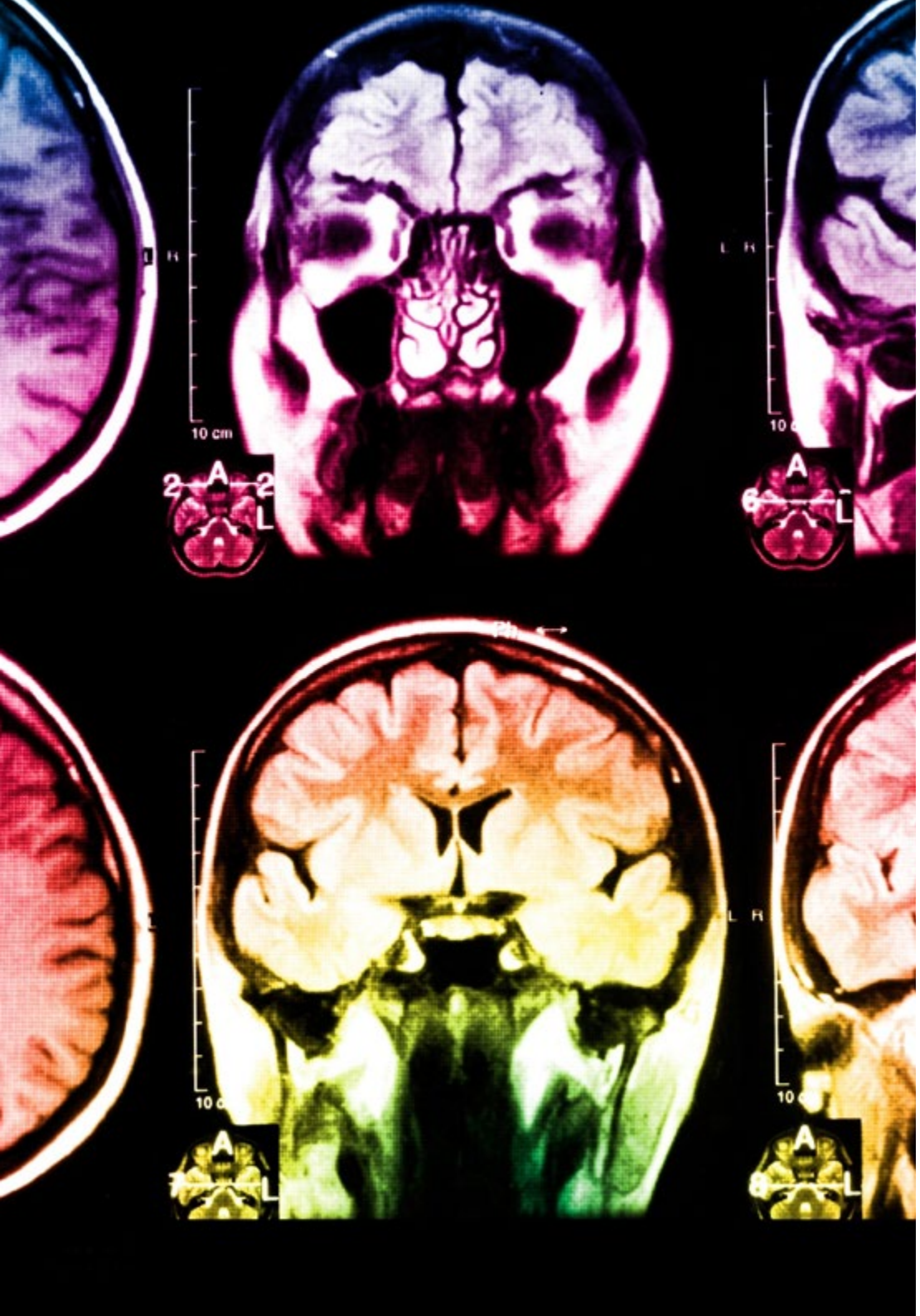
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

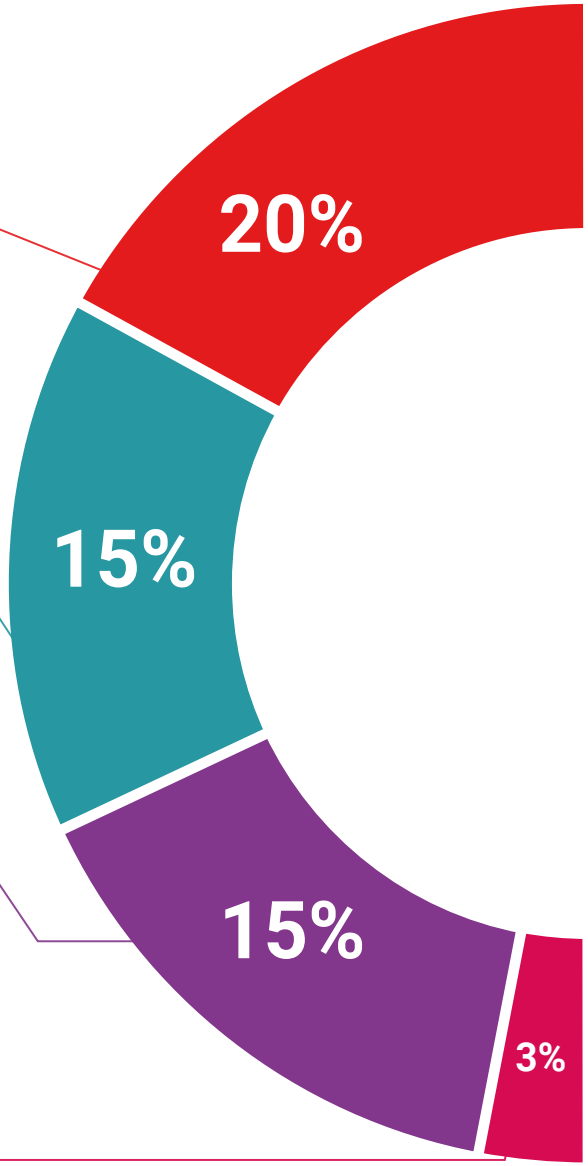
Interactive Summaries

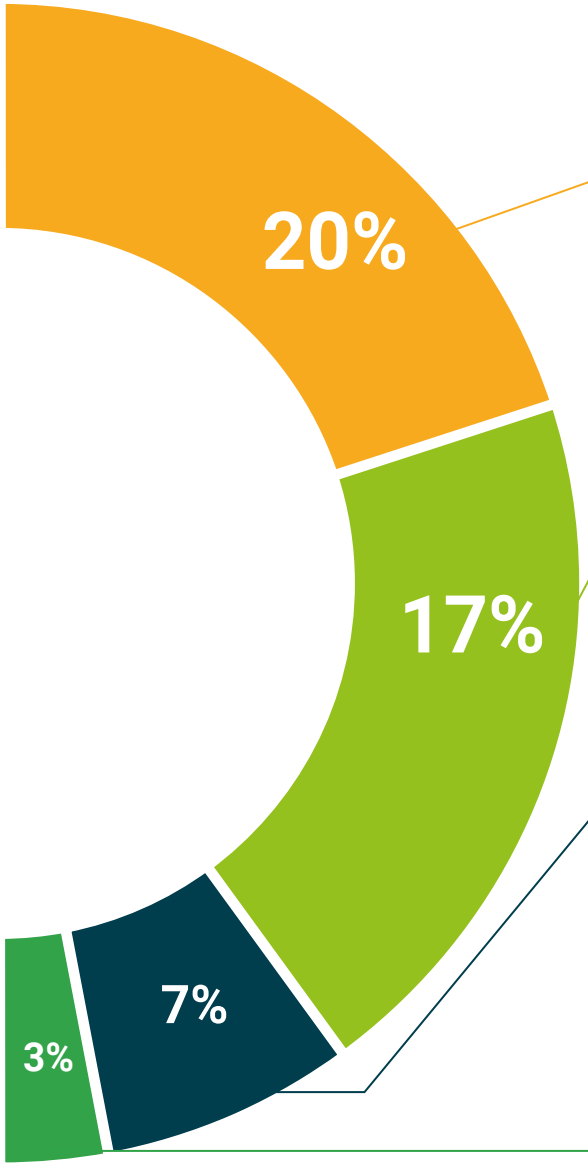
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Integration of the Educational Project in the Center guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Certificate in Integration of the Educational Project in the Center** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

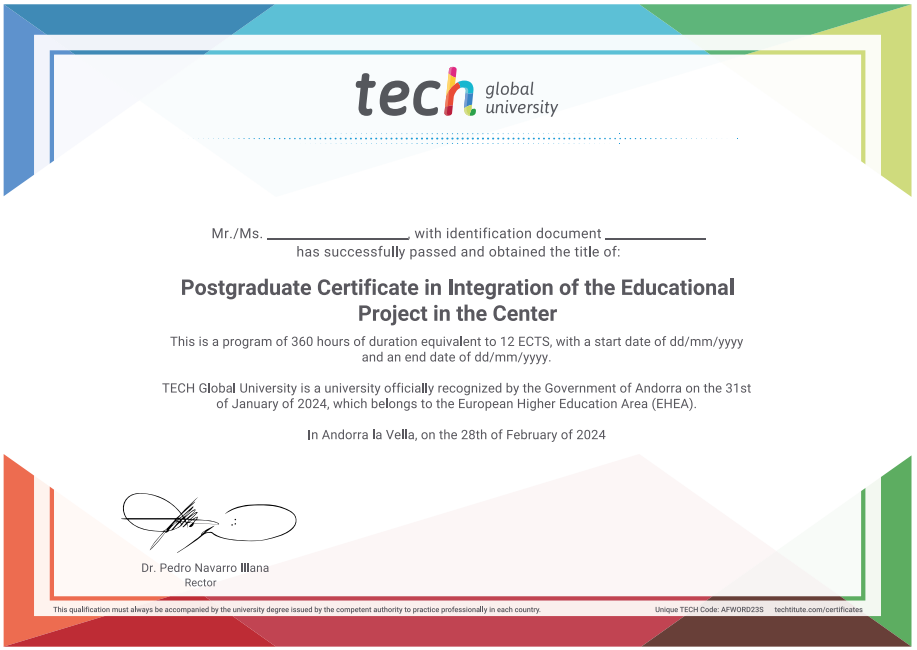
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Integration of the Educational Project in the Center**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Certificate in Integration of the Educational Project in the Center

This is a program of 360 hours of duration equivalent to 12 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Certificate

Integration of the Educational Project in the Center

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Global University**
- Credits: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate

Integration of the Educational Project in the Center

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