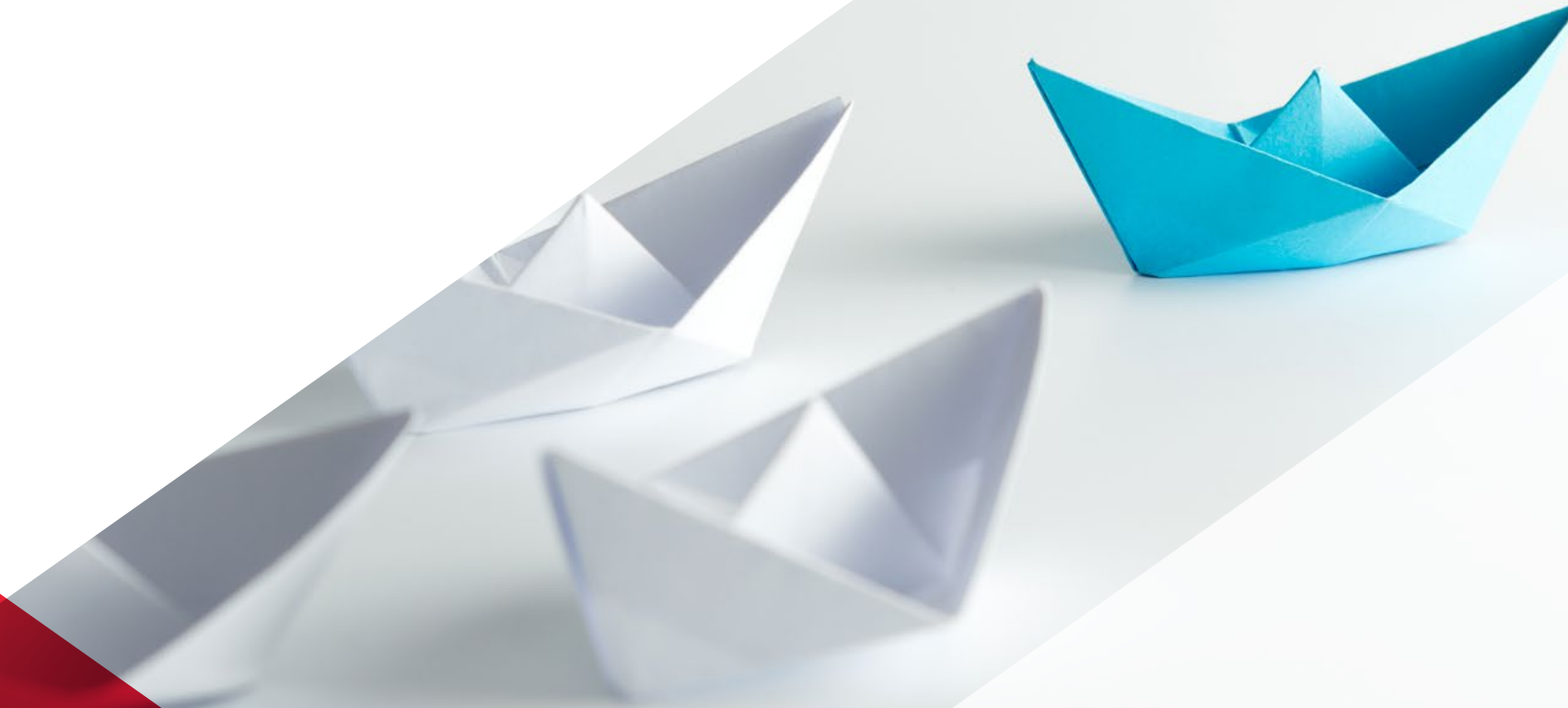


Postgraduate Certificate

Leadership and Management of the Educational Project





Postgraduate Certificate

Leadership and Management of the Educational Project

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

Website: www.techtitute.com/in/education/postgraduate-certificate/leadership-management-educational-project

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01

Introduction

The program in Leadership and Management of the Educational Project will immerse the student in a series of fields, without which the educational project will not have the strength or adequate projection. This program focuses on the field of Leadership and Management of the Educational Project. A project without good leadership may be diluted in the routine and day-to-day work.





“

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

In this Postgraduate Certificate in Leadership and Management of the Educational Project, we will first study several terms and roles that have to do with the management or leadership of a project. Then, we will work on the field of *coaching* and leadership within each of the phases of programming and implementation of an educational project.

We will analyze the structures and leadership that must be in place throughout the process, without forgetting one of the most controversial and important points: the election, specialization and accompaniment of leaders in the center. The student will also become an expert in how to lead the educational project and we will determine a theoretical-practical specialization in the bases of the project. Thus, it focuses on each of the phases of project development and the possibilities that can occur when implementing the educational project, and delves into the possible obstacles and risk factors to be taken into account throughout the process. Finally, the evaluation of the leadership and management of the educational project will be analyzed.

Another area that must be taken into consideration when programming and implementing an educational project is the economic-financial area. Other academic plans forget this fundamental field when considering the implementation or transformation of an educational project.

Failure to take into account this important area will mean that the project lacks sufficient financial backing to be implemented efficiently in the center, or to last over time. That is to say, without a detailed and expert study on this subject, we will have tried to constantly water a plant that lacks sufficient roots for its potential development.

This program goes into the planning and financial management of educational projects, starting with a situational analysis and taking into account the educational problems. After an introduction to this field, which will help students facing this important field of the project for the first time, the financial structure and the educational market study will be analyzed. It will continue with expert research on projection and cost estimation techniques, technical financial study background and sizing, location decisions and organizational economic effects, legal framework and project investments, and project benefits and cash flow construction. Lastly, project assessment criteria and discount rate are addressed, ending with a risk and sensitivity analysis.

This **Postgraduate Certificate in Leadership and Management of the Educational Project** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in Leadership and Management of Educational Projects
- ♦ 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 Leadership and Management of Educational Projects
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Leadership and Management of the Educational Project
- ♦ 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 in Leadership and Management of the Educational Project

“

This Postgraduate Certificate is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Leadership and Management of the Educational Project, you will obtain a qualification from TECH Technological University"

It includes in its teaching staff , professionals belonging to the field of Leadership and Management of the Educational Project, who bring to this program the experience of their work, as well as recognized specialists from 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 program. For this purpose, the educator will be assisted by an innovative interactive video system created by renowned and experienced experts in the field of Leadership and Management of the Educational Project with extensive 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 Leadership and Management of the Educational Project and improve your students' education.



02

Objectives

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



“

This Postgraduate Certificate is oriented so that you can update your knowledge in Leadership and Management of the Educational Projects, 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



Make the most of the opportunity and take the step to get up to date on the latest developments in Leadership and Management of the Educational Project"





Specific Objectives

- ♦ Study the scope of the educational project
- ♦ Understand the personal resources necessary for the programming and implementation of a quality educational project
- ♦ Determine the economic factors necessary for the viability of the educational project
- ♦ Consider the importance of transparency in an educational project
- ♦ Investigate the necessary involvement of each of the educational agents
- ♦ Understand the most important educational marketing terms
- ♦ Know the basic aspects necessary for efficient advertising of an educational project
- ♦ Discovering the need for marketing in the implementation of an educational project in a center
- ♦ Analyze the commercial planning process
- ♦ Learn the necessary phases for the analysis, establishment of objectives, design of strategies and evaluation related to the marketing area of the educational project
- ♦ Research market and customer segmentation
- ♦ Identify customer needs to design an effective and realistic marketing plan
- ♦ Develop the appropriate techniques for positioning and building the personal brand

03

Course Management

This program includes in its teaching staff reference experts in Leadership and Management of the Educational Project, 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 Leadership and Management of the Educational Project”

Management



Mr. Pattier Bocos, Daniel

- ◆ 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

Ms. Martin Arteaga, Andrea Carolina

- ◆ Community Manager specialized in Market Research
- ◆ Curricular Doctorate in Pedagogical Sciences, Latin American and Caribbean Pedagogical Institute (IPLAC). "UBEVISTA Identity"
- ◆ Degree in Advertising and Public Relations. University of Zulia
- ◆ Diploma in University Education, Latin American and Caribbean Pedagogical Institute
- ◆ Cuba-Venezuela Agreement (IPLAC)
- ◆ Specialty in Photography, Julio Arraga National School of Plastic Arts
- ◆ Teacher and director of an educational center in the Valencian Community

Mr. Ortiz Gómez, Juan Saunier

- ◆ Specialist professor in educational leadership in centers undergoing change and innovation
- ◆ Expert in management and direction of educational centers
- ◆ Secondary and high school teacher, with experience as general director of an educational center

Ms. Lozano Morote, María

- ◆ Diploma in Consulting Project Management
- ◆ Lawyer, MBA, mediator and expert in educational project management
- ◆ She currently works as an educational project manager for a Spanish educational foundation



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 current relevance of innovative specialization, and committed to quality teaching through new educational technologies.



“

This Postgraduate Certificate in Leadership and Management of the Educational Project, contains the most complete and up-to-date program on the market”

Module 1. Leadership, Direction and Management of the Educational Project

- 1.1. Terms and Roles: Management, Direction, Leadership
 - 1.1.1. Manager
 - 1.1.2. Director
 - 1.1.3. Leader
 - 1.1.4. The Role of Management in the School Management Function
 - 1.1.5. The Role of Management in the School Leadership Role
 - 1.1.6. The Role of Leadership in the School Management Function
 - 1.1.7. The Virtuous Triangle
 - 1.1.8. Nobody Is Perfect No One Is an Island
 - 1.1.9. A Set of Counterweights
 - 1.1.10. Is the Solitude of the Head Really Necessary?
- 1.2. Coaching and Leadership
 - 1.2.1. The Management Function as Leadership of Leaders
 - 1.2.2. The Leader as Coach
 - 1.2.3. Leadership, Coaching and Maieutics
 - 1.2.4. Elements of Team Coaching: Assisting Water Breakage
 - 1.2.4.1. Check the Equipment
 - 1.2.4.2. Making People Aware of Change
 - 1.2.4.3. Be a Speaker, a Flagbearer, Encourage, Provoke
 - 1.2.5. Elements of Team Coaching: Intervening Subcutaneously
 - 1.2.5.1. Transferring Responsibility to the Team
 - 1.2.5.2. Encourage Participation
 - 1.2.5.3. Articulate What Is Already in Place
 - 1.2.5.4. Standardization
 - 1.2.6. Elements of Team Coaching: Boosting the Body's Defences
 - 1.2.6.1. Revealing Signs or Symptoms
 - 1.2.6.2. Sustaining Discomfort
 - 1.2.6.3. Giving Back to the Team What Belongs to It
 - 1.2.6.4. Giving Voice to the Silenced
 - 1.2.7. The Leader and the Chaos-Order: Transaction and Transformation
 - 1.2.8. Changing the Language to Change the Facts
 - 1.2.8.1. Communication as the Key to Change
 - 1.2.8.2. Language as an Engine of Change
 - 1.2.8.3. History, Metaphors and Stories The Effectiveness of Symbolic Language
 - 1.2.8.4. From Words to Deeds
 - 1.2.8.5. Celebrate What Has Been Achieved
- 1.3. Structures and Leadership: Persons of Reference in the Center, Other Leaders
 - 1.3.1. The Power-Authority Binomial
 - 1.3.2. Organizational Structures and Formal Leaderships
 - 1.3.3. Do We Have the Necessary and Sufficient Structures?
 - 1.3.4. Types of Leadership (Without Last Names)
 - 1.3.4.1. Master Leaders
 - 1.3.4.2. Organizing Leaders
 - 1.3.4.3. Leading Builders
 - 1.3.5. Paraformal Leadership and Adaptive Structures
 - 1.3.6. The Delegated Power
 - 1.3.7. There Is No Manager Without Direction and No Leader Without a Project
 - 1.3.8. You Can Learn to Be a Leader, but You Have to Dedicate Time and Attention to It
 - 1.3.9. Leading From Values: Commitment, Exemplarity, Greatness and Resilience
- 1.4. Election, Training and Accompaniment of Leaders in the Center.
 - 1.4.1. Why Do We Need This Leader? Work Teams and Leadership
 - 1.4.2. Creating the Future: Delegation in Leaders
 - 1.4.2.1. Requirements to Delegate
 - 1.4.2.2. The Delegation Process
 - 1.4.2.3. Delegation Phases
 - 1.4.3. Co-Creating the Future: Empowering Leaders
 - 1.4.3.1. Forms of Empowerment
 - 1.4.3.2. Communication to the Center
 - 1.4.3.3. The Limits of Power
 - 1.4.4. The Ongoing Training of Leaders
 - 1.4.5. Accompanying Those Who Care for Them



- 1.4.6. Personalized Follow-up for Those Who Have a Responsibility
- 1.4.7. Professional Development of Leaders
- 1.4.8. It Is Good to Be Grateful: The Day After Relinquishing a Responsibility
- 1.5. How to Champion the Educational Project
 - 1.5.1. Know the Framework Well: Mission, Vision and Values.
 - 1.5.2. Knowing How to Transmit
 - 1.5.3. Times and Forms of Transmission
 - 1.5.3.1. The Important vs. The Urgent
 - 1.5.3.2. Be Aware That 92% Of What Is Communicated Is Non-Verbal Language
 - 1.5.4. Anchoring in the Real Context
 - 1.5.5. Every Project Requires Strategy and Tactics
 - 1.5.5.1. The Strategic Plan. Actors
 - 1.5.5.2. Tactics. Actors
 - 1.5.6. Trial and Error
 - 1.5.7. The Educational Project and Leaders as Coolhunters
 - 1.5.8. Erarre humanum est, etc. The School as a Laboratory: Possibilities and Limits
 - 1.5.9. Perseverare Autem Diabolicum. What Does Not Work Is a Waste
 - 1.5.10. Et Tertia Non Datur? That 50-25-20 Advice
- 1.6. Theoretical and Practical Training on the Basics of the Project
 - 1.6.1. The Binomial Foundation-Practicality
 - 1.6.2. It Is Always Necessary to Justify What Is Going to Be Done.
 - 1.6.2.1. The Necessary Scientific Support
 - 1.6.2.2. As a Propaedeutic Motif
 - 1.6.2.3. As a Communicative Argument
 - 1.6.2.4. To Encourage Reflection, Observation and Evaluation
 - 1.6.3. The Practical Benefits Must Also Be Substantiated
 - 1.6.4. Application of What Has Been Learned: Motivation and Supervision
 - 1.6.5. Where to Invest More Effort?
 - 1.6.6. Non-Complaining Reflection on What Is Not Working
 - 1.6.7. Cross-Pollination: Co-Learning among Teachers
 - 1.6.8. Reflection on Best Practices
 - 1.6.9. When What Is Done Has Already Been Done

- 1.7. The Development of a Project I: Its Phases, Possibilities of each Phase
 - 1.7.1. Every Project and Group Has Phases of Change
 - 1.7.2. Phases of a Project. Possibilities
 - 1.7.2.1. Analysis
 - 1.7.2.2. Design
 - 1.7.2.3. Implementation
 - 1.7.2.4. Assessment
 - 1.7.3. From Paper Project to Reality.
 - 1.7.4. Microchanges and Development of the Educational Project: The Value of Work in the Classroom
 - 1.7.5. Making the Most of What You Do: Listening as a Driver of Change
 - 1.7.6. Project Development and Personal Changes: The Change Curve
 - 1.7.6.1. Neutral Phases
 - 1.7.6.2. New Beginnings
 - 1.7.6.3. Transition and Development
 - 1.7.7. Overlapping Phases in Complex Projects
 - 1.7.7.1. How to Deal with Permanent Change?
 - 1.7.7.2. When It Is Not Possible to Change Equipment
 - 1.7.8. What If I Doesn't Work? You Can Also Live on Mistakes
- 1.8. The Development of a Project II: Possible Obstacles
 - 1.8.1. Personal Obstacles
 - 1.8.1.1. Different Types of Stakeholder Profiles
 - 1.8.1.2. Profiles by Time of Performance
 - 1.8.1.3. Profiles by Socket
 - 1.8.1.4. From Balkanized Cultures to Professional Communities
 - 1.8.2. Bureaucratic Laze
 - 1.8.2.1. Continuous Evaluation. Development of Appropriate Indicators
 - 1.8.2.2. There Are No Universal Indicators
 - 1.8.2.3. No School Fits on Paper
 - 1.8.3. Laws, Rules and Regulations
 - 1.8.3.1. Learning to Read
 - 1.8.3.2. Ask
 - 1.8.3.3. Daring to Propose
 - 1.8.4. Obstacles as Tools for Improvement



- 1.9. Project Development III: Risk Factors
 - 1.9.1. Personal
 - 1.9.1.1. Lack of Equipment
 - 1.9.1.2. Internal Conflicts
 - 1.9.1.3. Anti-Leadership Attitudes
 - 1.9.2. Structural
 - 1.9.2.1. Inconsistency with the Mission.
 - 1.9.2.2. Lack of Alignment with the Vision
 - 1.9.2.3. Contradiction with Values
 - 1.9.2.4. Duplicity
 - 1.9.2.5. Overload
 - 1.9.3. Strategic
 - 1.9.3.1. Decontextualization
 - 1.9.3.2. Unsustainability
 - 1.9.4. Tactical
 - 1.9.4.1. Lack of Knowledge of the Context
 - 1.9.4.2. Lack of planning
 - 1.9.4.3. Premura
 - 1.9.5. Communicative
 - 1.9.5.1. "What Will People Say"
 - 1.9.5.2. From Customers to Allies
 - 1.9.6. Project Design and Risk Factors. Courage and Prudence
 - 1.9.7. The Need for External Advisors/Supervisors
- 1.10. Evaluation of the Leadership and Management of the Educational Project
 - 1.10.1. Evaluation as the Cornerstone of a Project
 - 1.10.2. The Role of Leadership and Management Assessment in Project Evaluation
 - 1.10.3. Who Evaluates the Leader?
 - 1.10.4. Leadership Assessment Tools
 - 1.10.5. Developing a Professional Management Career: Learning to Manage and Lead
 - 1.10.5.1. Continuing Education
 - 1.10.5.2. Management Support
 - 1.10.5.3. Forums and Exchanges
 - 1.10.6. The Local Management Culture and the Educational Project of the Center

- 1.10.7. The Local Management Culture Is Part of the Center's Pedagogical Teaching
- 1.10.8. Leadership Cycles, the Hallmark of Schools
- 1.10.9. The Role of Seniors in the School of Tomorrow

Module 2. Planning and Financial Management of Educational Projects

- 2.1. Situation Analysis and Educational Problems
 - 2.1.1. Diagnostic Examination
 - 2.1.2. Educational Indicators
 - 2.1.3. The Educational Problem
 - 2.1.4. Infrastructure Problems
 - 2.1.5. Socio-Economic Problems
 - 2.1.6. Administrative and Institutional Problems
 - 2.1.7. Environmental Problems
 - 2.1.8. Historical-Cultural Problems
 - 2.1.9. Cause-Effect Analysis
 - 2.1.10. SWOT Analysis
- 2.2. Introduction to the Planning and Economic-Financial Management of Educational Projects.
 - 2.2.1. Project Preparation and Assessment
 - 2.2.2. Decision-Making Associated with a Project
 - 2.2.3. Typology of Projects
 - 2.2.4. Project Assessment
 - 2.2.5. Social Assessment of Projects
 - 2.2.6. Projects in Development Planning
 - 2.2.7. Scope of the Project Study
 - 2.2.8. The Technical Study of the Project
 - 2.2.9. Market Research
 - 2.2.10. Organizational and Financial Study
- 2.3. Economic Structure and Market Research Educational
 - 2.3.1. Market Structure
 - 2.3.2. Demand for Educational Product
 - 2.3.3. Pricing

- 2.3.4. The Offer
- 2.3.5. The Project Market
- 2.3.6. Objective and Stages of the Market Study
- 2.3.7. The Consumer
- 2.3.8. Commercial Strategy
- 2.3.9. Analysis of the Medium
- 2.3.10. The Demand
- 2.4. Projection and Cost Estimation Techniques
 - 2.4.1. The Projection
 - 2.4.2. Projection Methods
 - 2.4.3. Qualitative and Causal Methods
 - 2.4.4. Time Series Model
 - 2.4.5. Cost Information
 - 2.4.6. Differential and Future Costs
 - 2.4.7. Relevant Cost Elements
 - 2.4.8. Short-Term Cost Functions
 - 2.4.9. Cost-Volume-Utility Analysis
 - 2.4.10. Accounting Costs and V.A.T. (Value Added Tax) Cost. (Value Added Tax)
- 2.5. Economic Background for Technical Study and Sizing
 - 2.5.1. Scope of the Study and Production Process
 - 2.5.2. Economies of Scale
 - 2.5.3. Lange Model
 - 2.5.4. Investments in Equipment
 - 2.5.5. Personal Balance and Choice of Technological Alternatives
 - 2.5.6. Factors Influencing Project Size
 - 2.5.7. Size Economy
 - 2.5.8. Size Optimization
 - 2.5.9. Size of a Project With a Growing Market
 - 2.5.10. Size of a Project With Constant Demand
- 2.6. Location Decisions and Organizational Economic Effects
 - 2.6.1. Study and Location Factors
 - 2.6.2. Non-Quantifiable Factor Evaluation Methods
 - 2.6.3. Qualitative Point Method
 - 2.6.4. Brown and Gibson's Method
 - 2.6.5. Net Present Value Maximization
 - 2.6.6. The Study of the Project Organization
 - 2.6.7. The Economic Effects of Organizational Variables
 - 2.6.8. Investment in Organization
 - 2.6.9. Administrative Operation Costs
 - 2.6.10. Relevance of Administrative Systems in Project Preparation and Appraisal
- 2.7. Project Benefits and Construction of Cash Flows
 - 2.7.1. Types of Benefits
 - 2.7.2. Scrap Values
 - 2.7.3. Pricing Policies
 - 2.7.4. Profitability Analysis for Pricing
 - 2.7.5. Elements of Cash Flow
 - 2.7.6. Structure of a Cash Flow
 - 2.7.7. Investor Cash Flow
 - 2.7.8. Cash Flows from Projects in Operating Companies
 - 2.7.9. EBITDA
 - 2.7.10. Other Considerations
- 2.8. Project Assessment Criteria and Discount Rate
 - 2.8.1. Net Present Value (NPV) Approach
 - 2.8.2. The Internal Rate of Return Criterion (IRR)
 - 2.8.3. Other Decision Criteria
 - 2.8.4. Effects of Inflation on Project Appraisal
 - 2.8.5. The Cost of Capital
 - 2.8.6. The Cost of Debt
 - 2.8.7. The Cost of Equity
 - 2.8.8. Capital Asset Pricing Model for Determining the Cost of Equity
 - 2.8.9. Average Company Rate Versus CAPM
 - 2.8.10. The Agency Problem



- 2.9. Risk and Sensitivity Analysis
 - 2.9.1. Preliminary Considerations
 - 2.9.2. One-Dimensional Model of NPV Sensitization
 - 2.9.3. Multidimensional NPV Sensitization Model, Monte Carlo Simulation
 - 2.9.4. Uses and Abuses of Sensitivity
 - 2.9.5. Project Preparation and Social Assessment
 - 2.9.6. Social Costs and Benefits
 - 2.9.7. Incidence of Indirect Effects or Externalities
 - 2.9.8. Incidence of Intangible Effects
 - 2.9.9. Incidence of the Social Discount Rate
 - 2.9.10. Private and Social Assessment

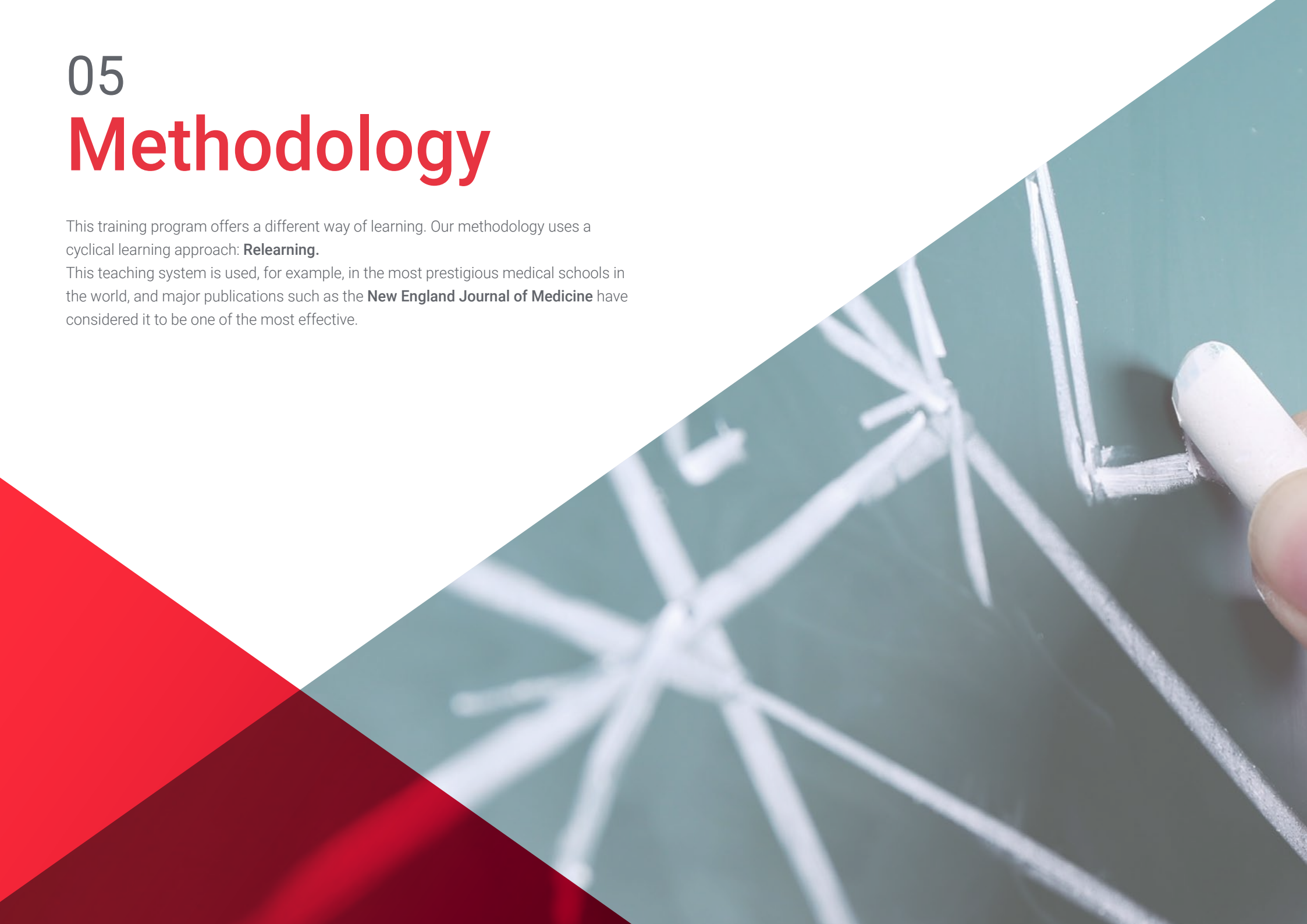
“*A unique, key, and decisive program to boost your professional development*”

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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.



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.

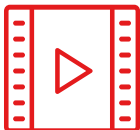
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

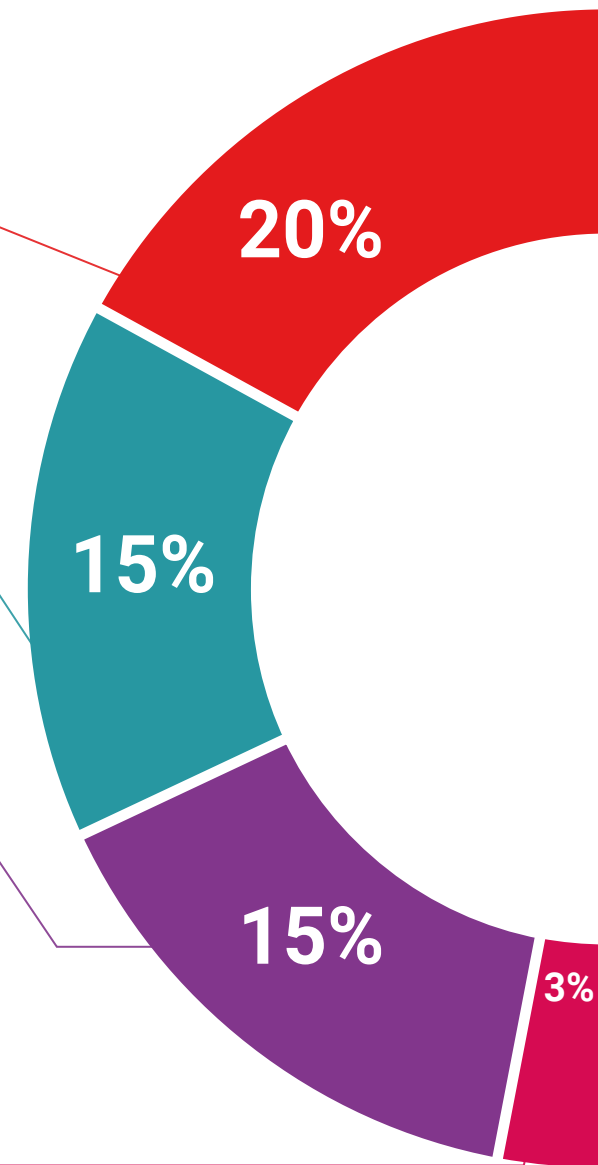
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their 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 Leadership and Management of the Educational Project guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



“

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

This **Postgraduate Certificate in Leadership and Management of the Educational Project** contains the most complete and up-to-date program on the market.

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