Postgraduate Certificate

Programming an Educational Project: Holistic Analysis of the Situation

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Postgraduate Certificate

Programming an Educational Project: Holistic Analysis of the Situation

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Global University**
- Credits: **6 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/programming-educational-project-holistic-analysis-situation**

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01

Introduction

Each educational center or school institution has the fundamental objective of ensuring that its students acquire the necessary skills depending on the field in which they find themselves. The teaching-learning process is essentially marked by the type of educational project followed by the center. Everything else are factors, methodologies, or areas that circumscribe the educational project.

This Postgraduate Certificate in Programming an Educational Project: Holistic Analysis of the Situation will provide you with a sense of confidence in your profession, which will help you grow personally and professionally"

Therefore, this first module introduces us to the deep knowledge of the educational project. It will be taken as a starting point, as an introduction to match the personal and professional background that each student brings with them to this Postgraduate Certificate.

We will delve into the reality of the educational project, and answer the most important initial questions to frame our subject of study: What is an educational project? What is it for? What is its origin? Who is the target audience? What are the most important factors? Which actors are involved? What are the contents of an educational project? What are its objectives? How is the evaluation of the project carried out?

An educational project cannot be programmed or implemented without first analyzing the concrete and real situation of the educational center where it will be carried out, 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.

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.

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 Programming an Educational Project: Holistic Analysis of the Situation** contains the most complete and up-to-date program on the market. The most important features include:

- More than 75 case studies presented by experts in Programming an Educational Project: Holistic Analysis of the Situation
- 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 the Programming of an Educational Project: Holistic Analysis of the Situation
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- With special emphasis on innovative methodologies in Programming an Educational Project: Holistic Analysis of the Situation
- Content that is accessible from any fixed or portable device with an Internet connection

Update your knowledge through the Postgraduate Certificate in Programming an Educational Project: Holistic Analysis of the Situation"

This Postgraduate Certificate the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in Programming an Educational Project: Holistic Analysis of the Situation, you will obtain a qualification from TECH Global University"

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

Take the opportunity to learn about the latest advances in Programming an Educational Project: Holistic Analysis of the Situation and improve your students' education.

Its teaching staff includes professionals belonging to the field of Programming an Educational Project: Holistic Analysis of the Situation who bring to 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 program. To do so, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of Programming an Educational Project: Holistic Analysis of the Situation who have lots of teaching experience.

02

Objectives

This Postgraduate Certificate in Programming an Educational Project: Holistic Analysis of the Situation is oriented to facilitate the performance of the professional dedicated to working with students related to the educational field.

This Postgraduate Certificate is designed for you to update your knowledge in Programming an Educational Project: Holistic Analysis of the Situation, with the use of the latest educational technology, to contribute with quality and confidence to decision-making"

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

Take advantage of the opportunity and take the step to get up to date on the latest developments in Programming an Educational Project: Holistic Analysis of the Situation"

Specific Objectives

- Understand the concept of an educational project
- Study the most popular approaches to educational projects
- Understanding the start-up of innovative educational projects
- Analyze the purpose of educational projects
- Determine the learning objectives and the process to reach them
- Evaluate possible centers where the educational project can be implemented
- Understanding which factors are key in the programming and implementation of educational projects
- Learn which agents are involved in the process of programming and implementing educational projects
- 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

03

Course Management

The program's teaching staff includes experts in Programming an Educational Project: Holistic analysis of the Situation who bring their work experience to this educational course. In addition, other experts of renowned prestige participate in its design and planning, completing the program in an interdisciplinary manner.

Learn from leading professionals, the latest advances in procedures in the field of Programming an Educational Project: Holistic Analysis of the Situation"

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

Mr. Boulind, Andrew

- Digital Learning Coordinator in the United Kingdom
- Specialist in new technologies
- Teaching collaborator at CEU Cardenal Herrera University

Dr. Elvira-Valdés, María Antonieta

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

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 Programming an Educational Project: Holistic Analysis of the Situation, contains the most complete and up-to-date program on the market"

Module 1. Introduction to the Educational Project

1.1. What Is an Educational Project?
- 1.1.1. Description
  - 1.1.1.1. Plan the Process to Achieve the Goal
  - 1.1.1.2. Implications of the Process
  - 1.1.1.3. Presentation of Results
- 1.1.2. Identify the Problem
- 1.1.3. Address their Cause and Consequences
  - 1.1.3.1. SWOT Analysis
  - 1.1.3.2. Formulation of Actions
- 1.1.4. Diagnosis of the Problematic Situation
  - 1.1.4.1. Project Location and Situation
  - 1.1.4.2. Time Management
  - 1.1.4.3. Pre-Established Objectives and Goals
- 1.1.5. Innovative Educational Projects: Where to Start
  - 1.1.5.1. The Best Alternative
  - 1.1.5.2. Study or Diagnosis of the Problematic Situation

1.2. What Is It For?
- 1.2.1. Generate Changes in the Environments
  - 1.2.1.1. Change Management
  - 1.2.1.2. Verification of the Problem and Its Solution
  - 1.2.1.3. Institutional Support
  - 1.2.1.4. Verification of Progress
  - 1.2.1.5. What Specific Student Population Is Addressed?
- 1.2.2. Transform and Enable
  - 1.2.2.1. Social Dynamics
  - 1.2.2.2. Delimiting the Problem
  - 1.2.2.3. Topics of Common Interest
- 1.2.3. Modifying Reality
  - 1.2.3.1. The Operating Unit

1.2.4. Collective Action
1.2.4.1. Implementation of Collective Actions and Activities
1.2.4.2. Spontaneous Activities
1.2.4.3. Structured Activities
1.2.4.4. Collective Action and Socialization
1.2.4.5. Collective Action and Stigmatization
1.2.4.6. Collective Action, Transition and Trust

1.3. Origin
1.3.1. Planning the Process to Achieve an Educational Goal
1.3.1.1. Definition of Objectives
1.3.1.2. Project Justification
1.3.1.3. Relevance of the Project
1.3.1.4. Contribution to the Educational Community
1.3.1.5. Feasibility of Implementation
1.3.1.6. Limitations
1.3.2. Learning Objectives
1.3.2.1. Viable and Measurable
1.3.2.2. Relationship between the Objectives and the Problem Posed.

1.4. Recipients
1.4.1. Educational Projects Implemented in a Specific Center or Institution
1.4.1.1. Student Body
1.4.1.2. Center Needs
1.4.1.3. Teachers Involved
1.4.1.4. Managers
1.4.2. Educational Projects Related to an Educational System
1.4.2.1. Vision
1.4.2.2. Strategic Objectives
1.4.2.3. Political Resources
1.4.2.4. Social Resources
1.4.2.5. Educational Resources
1.4.2.6. Regulatory Resources
1.4.2.7. Financial Resources
1.4.3. Educational Projects that Take Place outside the Educational System
1.4.3.1. Examples:
1.4.3.2. Complementary Approaches
1.4.3.3. Reactive/Proactive
1.4.3.4. Agents of Change
1.4.3.5. Public/Private
1.4.4. Specialized Learning Educational Projects
1.4.4.1. Particular Special Educational Needs
1.4.4.2. Learning as a Motivation
1.4.4.3. Self-Assessment and Motivation
1.4.4.4. They Learn from Research
1.4.4.5. Examples: Improving Daily Life

1.5. Factors
1.5.1. Analysis of the Educational Situation
1.5.1.1. Stages
1.5.1.2. Review
1.5.1.3. Compiling Information
1.5.2. Problem Selection and Definition
1.5.2.1. Progress Check
1.5.2.2. Institutional Support
1.5.2.3. Delimitation
1.5.3. Definition of Project Objectives
1.5.3.1. Related Objectives
1.5.3.2. Work Guides
1.5.3.3. Analysis of Objectives
1.5.4. Project Justification
1.5.4.1. Relevance of the Project
1.5.4.2. Utility for the Educational Community
1.5.4.3. Viability

1.5.5. Solution Analysis
1.5.5.1. Foundation
1.5.5.2. Motive or Purpose
1.5.5.3. Goals or Scope
1.5.5.4. Context
1.5.5.5. Activities
1.5.5.6. Schedule
1.5.5.7. Resources and Responsibilities
1.5.5.8. Assumptions
1.5.6. Action Planning
1.5.6.1. Corrective Action Planning
1.5.6.2. Work Proposal
1.5.6.3. Sequence of Activities
1.5.6.4. Delimitations of Deadlines
1.5.7. Work Schedule
1.5.7.1. Work Breakdown
1.5.7.2. Communication Tool
1.5.7.3. Identify Project Milestones
1.5.7.4. Blocks of the Set of Activities
1.5.7.5. Identify Activities
1.5.7.6. Development of a Business Plan
1.5.8. Specification of Human, Material and Economic Resources
1.5.8.1. Human
1.5.8.2. Project Participants
1.5.8.3. Roles and Functions
1.5.8.4. Materials
1.5.8.5. Resources
1.5.8.6. Project Implementation
1.5.8.7. Technologies
1.5.8.8. Necessary Equipment.
1.5.9. Assessment
1.5.9.1. Process Evaluation
1.5.9.2. Results Evaluation
1.5.10. Final Report
1.5.10.1. Guide
1.5.10.2. Limitations
1.6. Agents Involved
1.6.1. Students
1.6.2. Parents
1.6.2.1. Families
1.6.3. Professors
1.6.3.1. Educational Guidance Teams
1.6.3.2. Faculty of the Center
1.6.4. Managers
1.6.4.1. Centers
1.6.5. Society
1.6.5.1. Social Services
1.6.5.2. Municipal
1.6.5.3. Associations
1.6.5.4. Service-Learning Volunteering
1.7. Contents
1.7.1 Identity Marks
1.7.1.1. Micro to Macro
1.7.1.2. Contribute to the Educational Community
1.7.2 Features
1.7.2.1. Ideological
1.7.2.2. Teachings
1.7.2.3. Units
1.7.2.4. Schedules
1.7.2.5. Installations
1.7.2.6. Professors
1.7.2.7. Managers
1.7.3. Objectives and Commitments
1.7.3.1. Goals and Objectives
1.7.3.2. Involvement of the Educational World

1.7.4. Specific Values
1.7.4.1. Broad Beans
1.7.4.2. Conduits that Promote
1.7.5. Methodology
1.7.5.1. Attention to Diversity
1.7.5.2. Working on a Project A Basis
1.7.5.3. Thought-Based Learning
1.7.5.4. Digital Learning
1.7.6. Organizational Structure
1.7.6.1. Fundamental Objective
1.7.6.2. The Mission
1.7.6.3. Theory, Principles and Values
1.7.6.4. Purposes and Strategies for Change
1.7.6.5. Pedagogical Conception
1.7.6.6. Community Environment
1.8. Objectives
1.8.1. Teachers
1.8.1.1. Counselor-Coordinator
1.8.1.2. Collaborate in Modernization
1.8.2. Pedagogical Approaches
1.8.2.1. Effectives
1.8.2.2. Rate
1.8.2.3. Design
1.8.2.4. Develop
1.8.2.5. Putting Methods into Practice
1.8.3. Training Needs
1.8.3.1. Ongoing Training
1.8.3.2. Pedagogies
1.8.3.3. Digital Learning
1.8.3.4. Educational Collaboration
1.8.3.5. Methodological Strategies
1.8.3.6. Educational Resources
1.8.3.7. Exchanging Experiences

1.9. Results
1.9.1. What Will Be Assessed?
1.9.1.1. How Will the Examination Be Conducted?
1.9.1.2. Who Will Be in Charge of Carrying It Out?
1.9.1.3. When Will the Analysis Take Place?
1.9.1.4. SMART Analysis: Relevance, By Addressing Significant Issues
1.9.2. Global
1.9.2.1. Areas
1.9.2.2. Dimensions
1.9.3. Reliability
1.9.3.1. Reflex
1.9.3.2. Measurements
1.9.3.3. Supporting Objective Evidence
1.9.4. Accuracy
1.9.4.1. Editorial Staff
1.9.4.2. Introduction
1.9.5. Operability
1.9.5.1. Measurement
1.9.5.2. Feasible Results
1.9.5.3. Assumed and Shared Consensus
1.10. Conclusion
1.10.1. Digitization
1.10.2. Collaboration
1.10.3. Transformation

Module 2. Programming Phase of the Educational Project: Holistic Analysis of the Situation

2.1. Social Analysis
- 2.1.1. Globalization
- 2.1.2. State and Society
- 2.1.3. Contemporary Politics and Ideologies
- 2.1.4. Social Changes
- 2.1.5. Information and Knowledge Society
- 2.1.6. The Welfare Society, Realities and Myths
- 2.1.7. Work and Employability
- 2.1.8. Citizen Participation
- 2.1.9. Diagnosis of the Social Context
- 2.1.10. Challenges of Contemporary Society

2.2. Psychological Analysis
- 2.2.1. Notes on Learning Theories
- 2.2.2. Dimensions of Learning
- 2.2.3. Psychological Processes
- 2.2.4. Multiple Intelligences
- 2.2.5. Cognitive and Metacognitive Processes
- 2.2.6. Teaching Strategies
- 2.2.7. Teaching Styles
- 2.2.8. Educational Needs and Learning Difficulties
- 2.2.9. Thinking Skills
- 2.2.10. Counseling and Guidance

2.3. Cultural Analysis
- 2.3.1. Theories on Culture
- 2.3.2. Culture and Cultural Evolution
- 2.3.3. Culture Components
- 2.3.4. Cultural Identity
- 2.3.5. Culture and Society
- 2.3.6. Traditions and Customs in Culture
- 2.3.7. Culture and Communication
- 2.3.8. Culture and Cultural Educational
- 2.3.9. Interculturality and Integration
- 2.3.10. Crisis and Challenges in Culture

2.4. Technological Analysis
- 2.4.1. ICT and New Technologies
- 2.4.2. Innovation and Development
- 2.4.3. Advantages and Disadvantages of New Technologies
- 2.4.4. Impact of ICT in the Educational Field
- 2.4.5. Internet Access and New Technologies
- 2.4.6. Digital Environment and Education
- 2.4.7. *E-learning* and *B-learning*
- 2.4.8. Collaborative Learning
- 2.4.9. Video Games and Education
- 2.4.10. ICT and Teacher Training

2.5. Ethical Analysis
- 2.5.1. Approach to Ethics
- 2.5.2. Ethics and Morals
- 2.5.3. Moral Development
- 2.5.4. Principles and Values Today
- 2.5.5. Ethics, Morals and Beliefs
- 2.5.6. Ethics and Education
- 2.5.7. Educational Ethics
- 2.5.8. Ethics and Critical Thinking
- 2.5.9. Training in Values
- 2.5.10. Ethics and Project Management

2.6. Business Analysis
- 2.6.1. Business Planning and Strategy
- 2.6.2. Mission and Vision of the Organization
- 2.6.3. Organizational Structure
- 2.6.4. Administrative Management
- 2.6.5. Management

2.6.6. Coordination
2.6.7. Control
2.6.8. Resources
2.6.8.1. Human
2.6.8.2. Technologies
2.6.9. Supply, Demand and Economic Environment
2.6.10. Innovation and Competition
2.7. Analysis of the Center's Goals and Objectives
2.7.1. Definition of Goals and Objectives
2.7.2. The Center's Goals
2.7.3. General Objectives
2.7.4. Specific Objectives
2.7.5. Plans and Strategies
2.7.6. Actions and Campaigns
2.7.7. Expected Results
2.7.8. Indicators of Achievement
2.8. Analysis of Students and Family Context
2.8.1. Characteristics of the Student's Environment
2.8.2. The Socialization Process
2.8.3. Family Structure and Dynamics
2.8.4. Educational Involvement of the Family
2.8.5. The Student and Their Reference Groups
2.8.6. Educational Inclusion and Family
2.8.7. Attention to Diversity
2.8.8. Coexistence Plan
2.8.9. Self-Regulation and Independence
2.8.10. Performance Factors
2.9. Analysis of Educational Agents
2.9.1. Definition of Educational Intervention Agents
2.9.2. The Role of the Educational Mediator
2.9.3. Civil Society and Organizations
2.9.4. The Educational Community
2.9.5. The Teaching Staff
2.9.6. The Managers
2.9.7. Responsibility of the Mass Media
2.9.8. Leadership and Education
2.9.9. Learning Environments
2.9.10. Integration and Participation Strategies
2.10. SWOT Analysis
2.10.1. The SWOT Matrix
2.10.2. Weaknesses
2.10.3. Threats
2.10.4. Strengths
2.10.5. Opportunities
2.10.6. Successful Pairs
2.10.7. Matching Pairs
2.10.8. Reaction Pairs
2.10.9. Risk Pairs
2.10.10. Lines of Action and Strategy

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.**

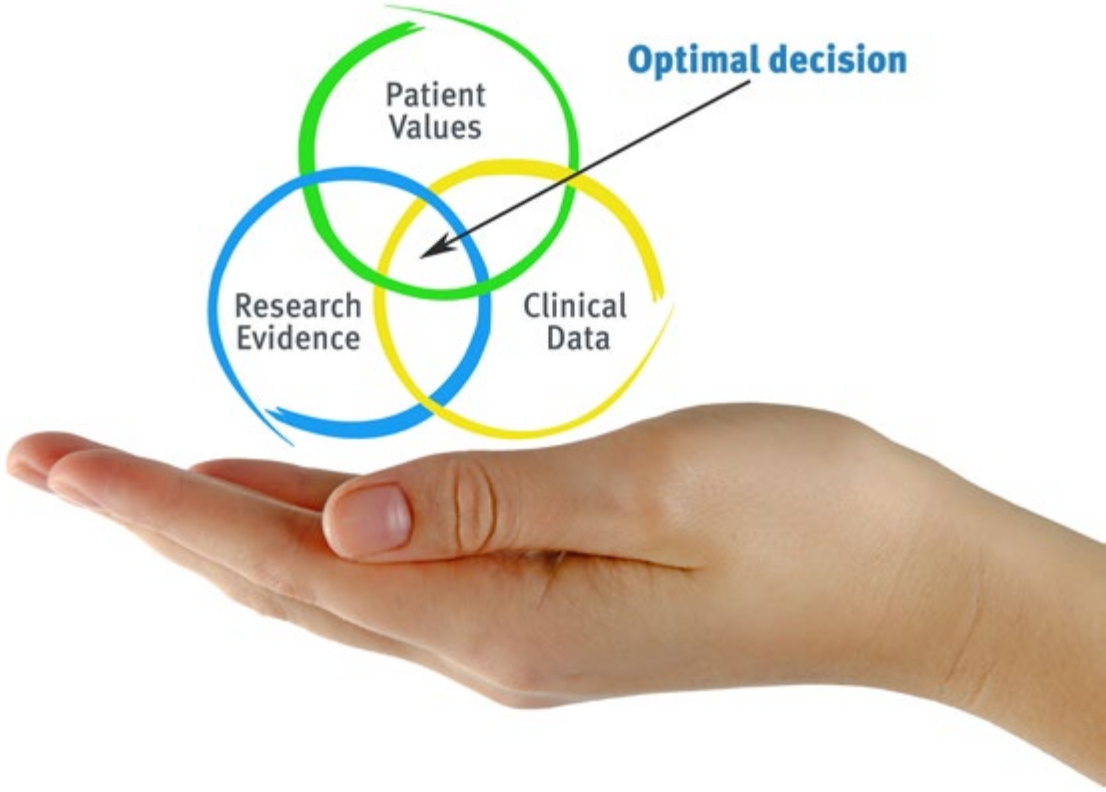
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

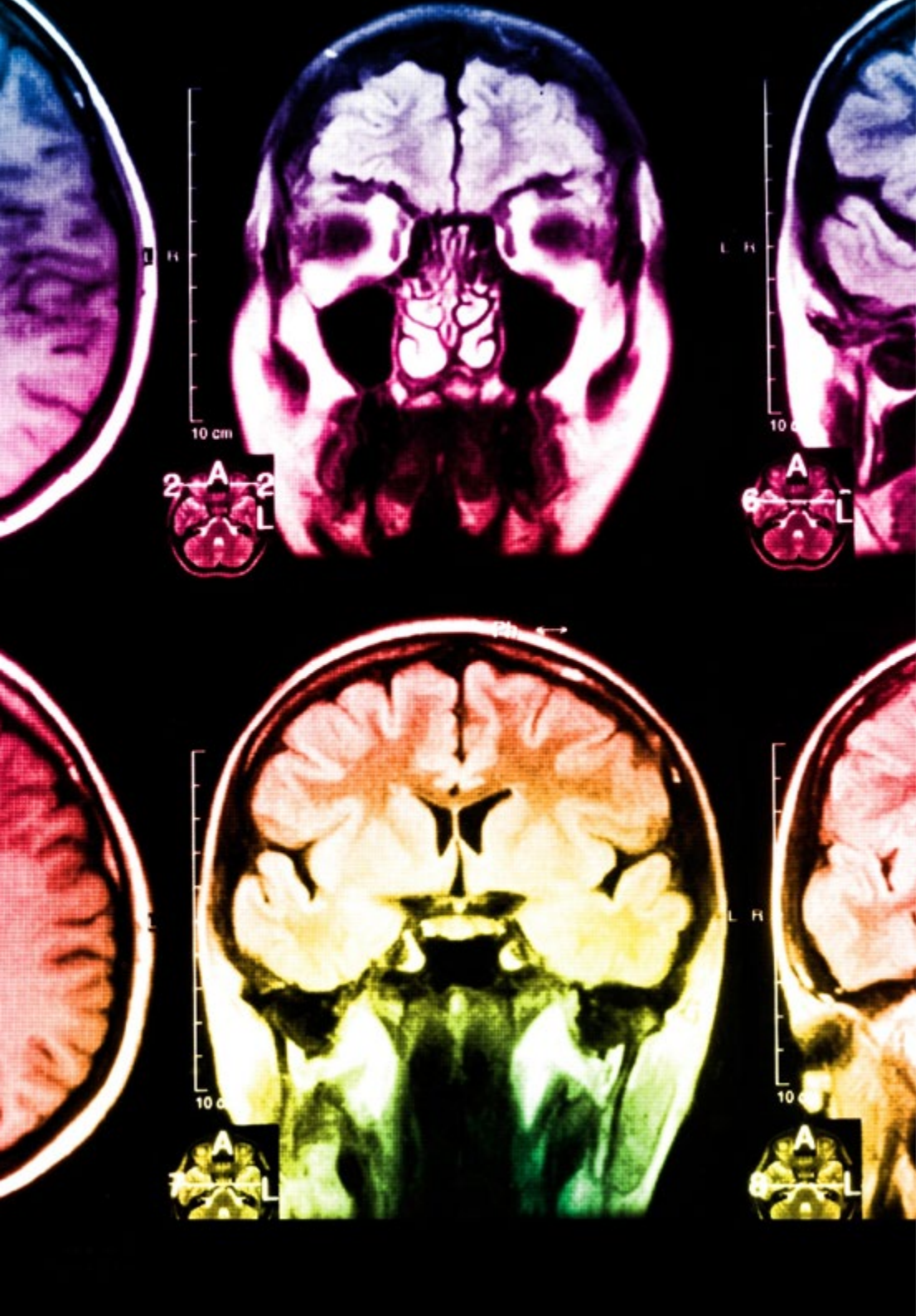
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

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 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.

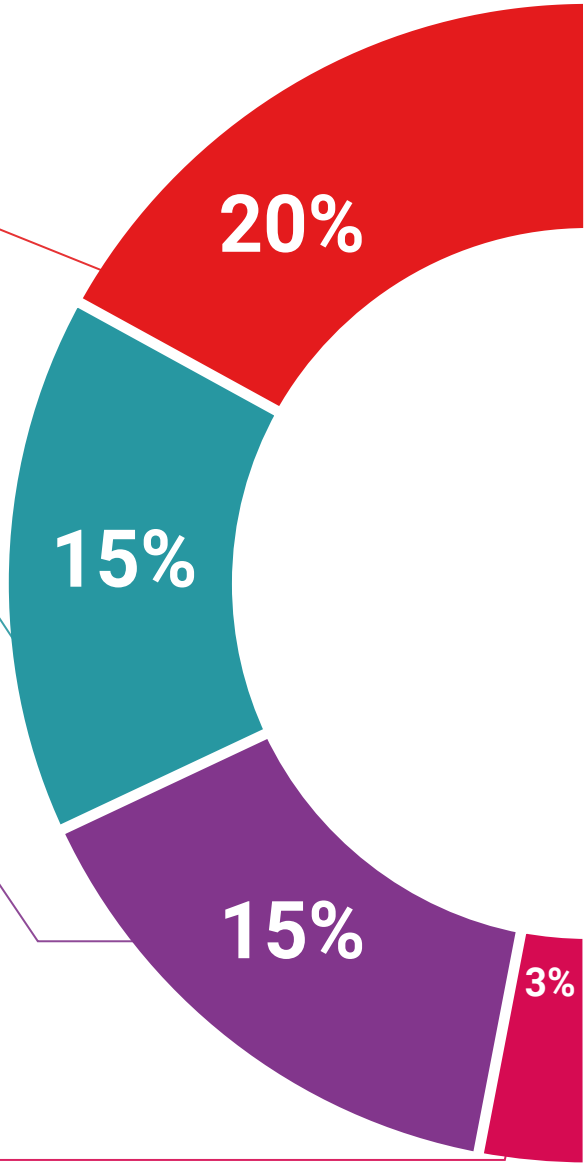
Interactive Summaries

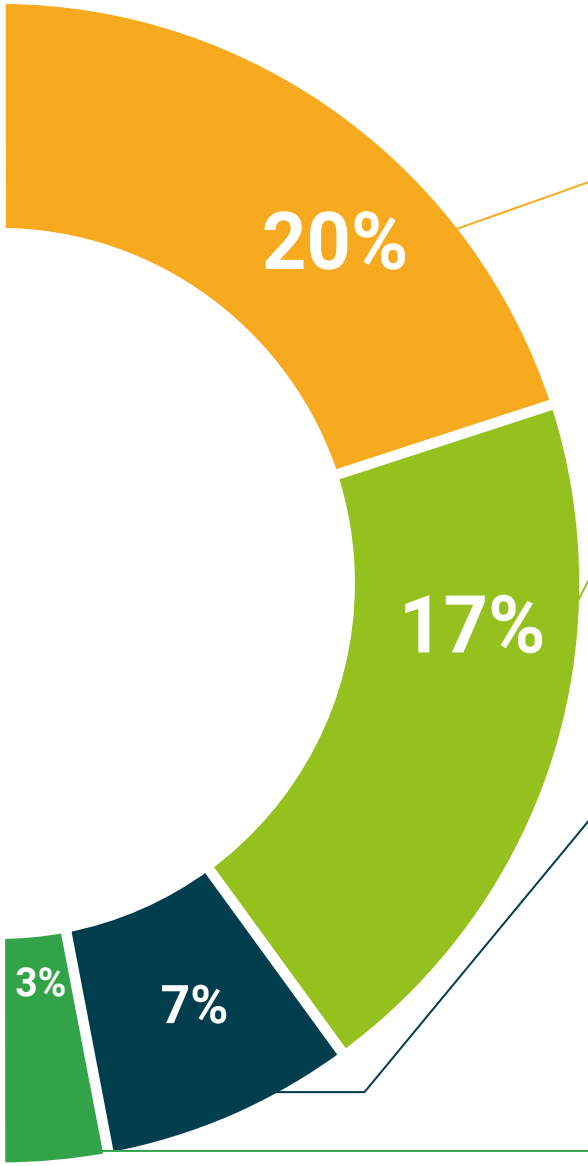
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Postgraduate Certificate in Programming an Educational Project: Holistic Analysis of the Situation 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 Programming an Educational Project: Holistic Analysis of the Situation** 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.

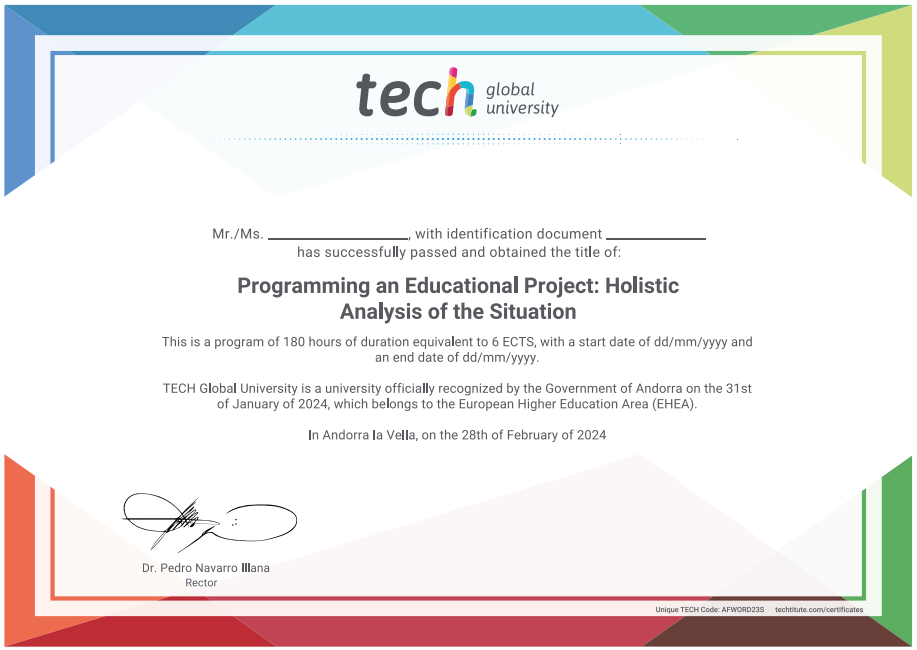
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Programming an Educational Project: Holistic Analysis of the Situation**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Programming an Educational Project: Holistic Analysis of the Situation

This is a program of 180 hours of duration equivalent to 6 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

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

Programming an Educational Project: Holistic Analysis of the Situation

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Global University**
- Credits: **6 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate

Programming an Educational Project: Holistic Analysis of the Situation

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