

# Postgraduate Certificate Training Plan Management





## Postgraduate Certificate Training Plan Management

- » 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/training-plan-management](http://www.techtitute.com/us/education/postgraduate-certificate/training-plan-management)

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# 01

# Introduction

Specializing in Training Plan Management opens doors in the education sector and, nowadays, requires professionals to have up-to-date and specific knowledge, so that their professional work gives optimal results. For this reason, TECH has developed this program according to the competencies that students must develop to assume the management of educational plans, mastering general didactics to learn how to teach, guiding teaching according to the student body, addressing, in addition, the design and management of educational programs, so that they understand in depth the fundamentals and elements of educational planning, detecting educational needs through the application of different existing analysis models.



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*You will learn how to detect educational needs through the application of different existing analysis models and acquire the planning skills you lack for the development of successful educational programs"*

The Postgraduate Certificate in Training Plan Management includes a syllabus prepared by experts in the field with the intention of providing the student with the necessary tools to develop the different competencies required for this specialization.

This is a specific professional orientation for which students need to develop specific organizational skills and competencies, mastering general didactics to learn how to teach, orienting teaching according to the student body.

In addition, this program addresses the design and management of educational programs, so that students have an in-depth understanding of the fundamentals and elements of educational planning, detecting educational needs through the application of different existing analysis models.

For all these reasons, this Postgraduate Certificate is 100% online, which allows TECH students to balance their personal and professional life with their studies, since it is only necessary to have an electronic device with an Internet connection to access the content when, how and where they want.

This **Postgraduate Certificate in Training Plan Management** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical case studies presented by experts
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



*Detect educational needs through the application of different existing analysis models with rigor and excellence following the keys of this TECH Postgraduate Certificate"*



*Understands the fundamentals and elements of educational planning and analyzes the models and tools used in the management of educational plans to make them efficient"*

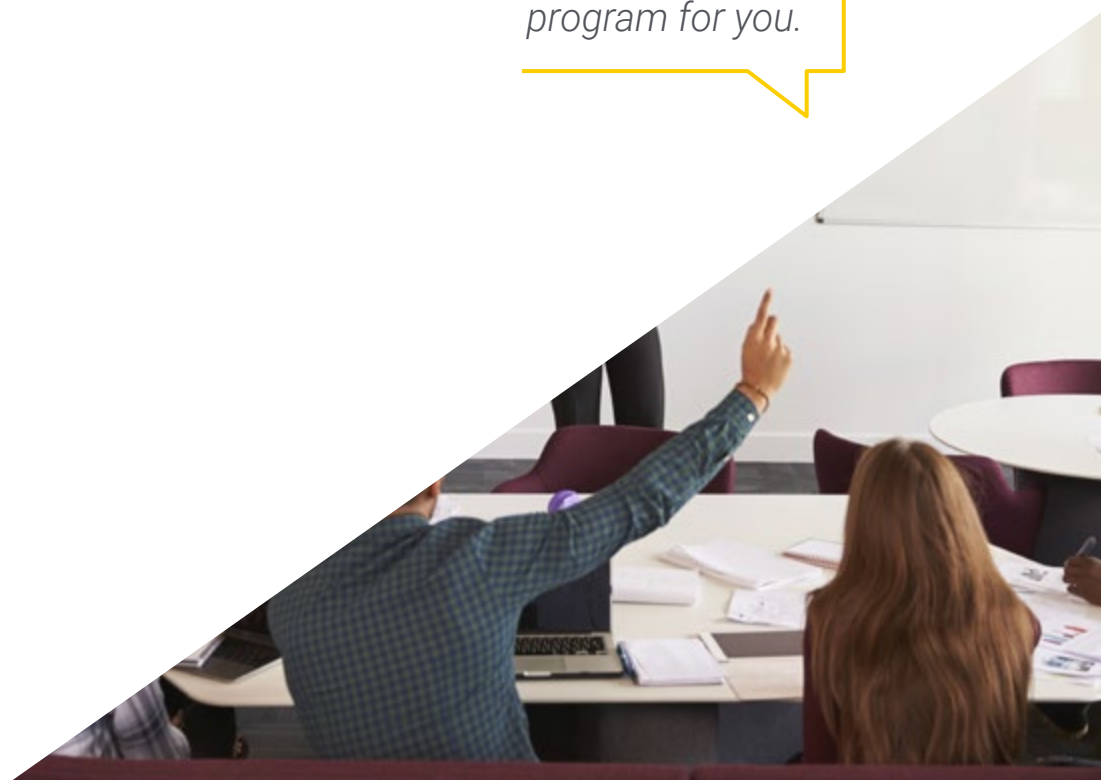
The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a professional, situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Expand your knowledge of Training Plan Management when, where and how you want by taking this 100% online program.*

*Excellent educational planning is possible thanks to the material that TECH has developed together with expert educators in this program for you.*



# 02

# Objectives

This program aims to enable students to acquire the necessary skills and develop professionally in the field of pedagogy, which is responsible for managing educational plans. To achieve this, TECH offers an intensive intensive syllabus with the best content, so that students acquire the necessary skills in a short time and in a successful way, addressing the different levels of teaching planning and general didactic guidelines. In this way, throughout the program, professionals will acquire the tools that will catapult them towards excellence in their professional work.







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*Head towards your professional goal!  
TECH helps you to achieve it"*



## General Objectives

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- ♦ Learn to teach and guide teaching to each student according to their individual conditions
- ♦ Achieve the skills to work with the different ICTs
- ♦ Know and understand the elements, processes and values of education and their impact on comprehensive education
- ♦ Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- ♦ Understand the importance of professional teaching development and its direct reflection on the quality of education
- ♦ Know the different pedagogical foundations of education



*Analyzing the models, tools and actors in educational planning efficiently is possible. Discover it in this program on Training Plan Management"*





## Specific Objectives

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- Learn to teach
- Orientate teaching according to the student's age
- Guide the teaching according to the student's evolutionary age
- Guide the organization of homework to avoid wasting time and useless efforts
- Make teaching, and consequently learning, more effective
- Understand the different levels of planning possible for educational design
- Analyze the models, tools and actors in educational planning
- Understand the fundamentals and elements of educational planning
- Detect educational needs through the application of different existing analysis models
- Acquire the planning skills necessary for the development of education programs

# 03

## Structure and Content

The content of this Postgraduate Certificate in Training Plan Management has been structured according to the knowledge that professionals in charge of this function must master. In this way, two modules have been structured with up-to-date content of the highest quality, focused on general didactics, its design and curriculum development, and how to design and manage an educational program. In this way, students specialize in the issue that makes an education plan manager a successful figure, boosting their academic and professional career to a higher level.



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*Head towards your future with TECH. By taking this program you will professionalize your knowledge and focus on the work environment with success"*

## Module 1. General Didactics. Syllabus Design and Development

- 1.1. Foundations of Didactics as an Applied Pedagogical Discipline
  - 1.1.1. Foundations, origin, and evolution of didactics
  - 1.1.2. The Concept of Didactics
  - 1.1.3. The Object and the Purpose of Didactics
  - 1.1.4. Personalization of the Teaching-Learning Process
  - 1.1.5. Didactics as Theory, Practice, Science, and Art
  - 1.1.6. Didactic Models
- 1.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
  - 1.2.1. An Approach to the Concept of Intelligence
  - 1.2.2. Metacognition and its Application in the Classroom
  - 1.2.3. Neuroeducation and its Application to Learning
- 1.3. Didactic Principles and Methodology
  - 1.3.1. Didactic Principles
  - 1.3.2. Didactic Strategies and Types
  - 1.3.3. Didactic Methods
- 1.4. Educational Design and Planning
  - 1.4.1. Approach to the Concept of Curriculum
  - 1.4.2. Levels of Curricular Concreteness
- 1.5. Competence Objectives and Contents
  - 1.5.1. Educational Objectives
  - 1.5.2. Objectives in the Linear Model. What is the Purpose of Teaching?
  - 1.5.3. Objectives in the p-Process Model
  - 1.5.4. Competencies. Why Teach?
  - 1.5.5. Contents. What to Teach?

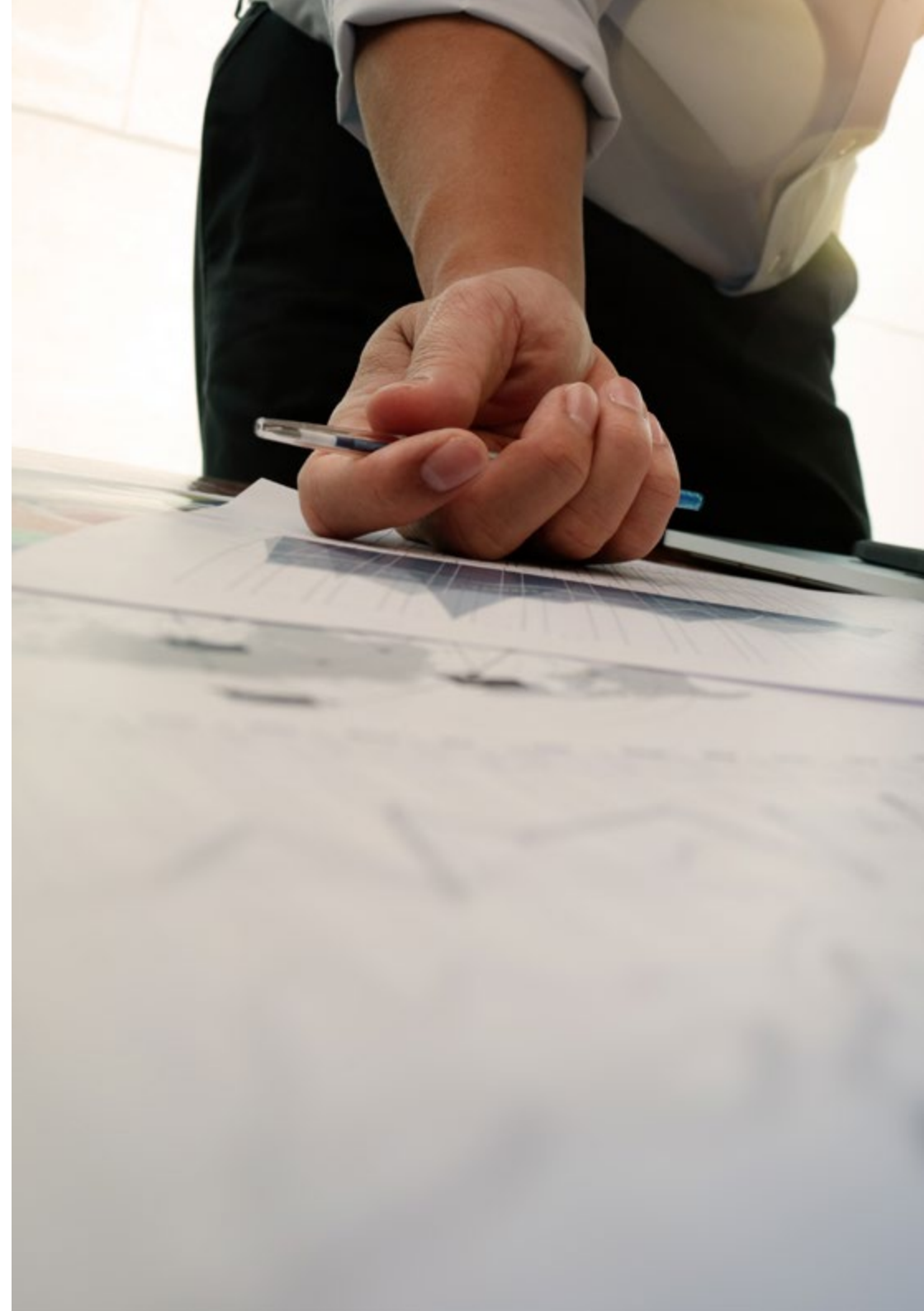




- 1.6. Didactic Procedures and Teaching Techniques
  - 1.6.1. Representation Procedures and Codes
  - 1.6.2. Teaching Techniques
- 1.7. Activities, Didactic Media, Didactic Resources and ICT
  - 1.7.1. Activities
  - 1.7.2. Means and Resources from a Curriculum Perspective
  - 1.7.3. Classification of Resources and Didactic Means
  - 1.7.4. Didactic Means and ICT
- 1.8. Motivation in the Classroom and Strategies for its Achievement
  - 1.8.1. What Does Motivation in the Classroom Consist Of?
  - 1.8.2. Different Types of Motivation
  - 1.8.3. Main Theories of Motivation
- 1.9. Educational Evaluation
  - 1.9.1. Approach to the Concept of Evaluation
  - 1.9.2. Evaluation Systems
  - 1.9.3. Content of the Evaluation: What to Evaluate?
  - 1.9.4. Evaluation Techniques and Instruments: How to Evaluate?
  - 1.9.5. Evaluation Moments
  - 1.9.6. Evaluation Sessions
  - 1.9.7. Curricular Adaptations
- 1.10. Communication in the Teaching-Learning Process
  - 1.10.1. The Communication Process in the Classroom
  - 1.10.2. Communication from the Learner's Perspective
  - 1.10.3. Communication from the Teacher's Perspective

## Module 2. Design and Management of Education Programs

- 2.1. Design and Management of Educational Programs
  - 2.1.1. Stages and Tasks in the Design of Educational Programs
  - 2.1.2. Types of Educational Programs
  - 2.1.3. Evaluation of the Educational Program
  - 2.1.4. Competency-Based Educational Program Model
- 2.2. Program Design in the Formal and Non-Formal Educational Sphere
  - 2.2.1. Formal and Non-Formal Education
  - 2.2.2. Formal Education Program Model
  - 2.2.3. Non-Formal Education Program Model
- 2.3. Educational Programs and Information and Communication Technologies
  - 2.3.1. Integration of ICT in Educational Programs
  - 2.3.2. Advantages of ICT in the Development of Educational Programs
  - 2.3.3. Educational Practices and ICT
- 2.4. Educational Program Design and Bilingualism
  - 2.4.1. Advantages of Bilingualism
  - 2.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
  - 2.4.3. Examples of Educational and Bilingual Programs
- 2.5. Pedagogical Design of Educational Guidance Programs
  - 2.5.1. The Elaboration of Programs in Educational Guidance
  - 2.5.2. Possible Contents of Educational Guidance Programs
  - 2.5.3. Methodology for the Assessment of Educational Guidance Programs
  - 2.5.4. Aspects to Take into Account in the Design
- 2.6. Educational Programs Design for Inclusive Education
  - 2.6.1. Theoretical Fundamentals of Inclusive Education
  - 2.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
  - 2.6.3. Examples of Inclusive Educational Programs





- 2.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
  - 2.7.1. Assessment as a Tool for Educational Improvement
  - 2.7.2. Guidelines for the Assessment of Educational Programs
  - 2.7.3. Techniques for the Assessment of Educational Programs
  - 2.7.4. Pedagogical Skills for Assessment and Improvement
- 2.8. Strategies for Communication and Dissemination of Educational Programs
  - 2.8.1. Didactic Communication Process
  - 2.8.2. Teaching Communication Strategies
  - 2.8.3. Dissemination of Educational Programs
- 2.9. Good Practice in the Design and Management of Educational Programs in Formal Education
  - 2.9.1. Characterization of Good Teaching Practices
  - 2.9.2. Influence of Good Practices on Program Design and Development
  - 2.9.3. Pedagogical Leadership and Best Practices
- 2.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
  - 2.10.1. Good Teaching Practices in Non-Formal Contexts
  - 2.10.2. Influence of Good Practices on Program Design and Development
  - 2.10.3. Example of Good Educational Practices in Non-Formal Contexts



*Master the methodology for the assessment of educational guidance programs and implements quality teaching"*

04

# 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.





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*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.*

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*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.



05

# Certificate

The Postgraduate Certificate in Training Plan Management guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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*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 Training Plan Management** 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 Training Plan Management**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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



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