Postgraduate Diploma
Career Guidance in High School Education

tech technological university

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Postgraduate Diploma

Career Guidance in High School Education

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-career-guidance-high-school-education

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01

Introduction

In a highly competitive labor market, teamwork skills, communication and initiative, both professional and personal, are increasingly valued. A scenario that young people should be aware of, who, after completing their compulsory studies, will be able to make the leap to finding a job or creating business projects. In this context, Career Guidance is key. This is why TECH has created this program, which offers the teacher the necessary tools and resources to be able to design, plan, teach and evaluate a subject that has a great impact on the student's job decisions. All of this, with 100% online material, accessible 24 hours a day, from any electronic device with an Internet connection.

This 100% online Postgraduate Diploma will make you an excellent teacher in Career Guidance in High School Education"

The search for the first job, the signing of the first employment contract or the creation of the first business are concerns presented by High School Education students, whose main objective is to develop a successful professional and/or entrepreneurial career.

The relevance of these issues makes it necessary for the teachers, in charge of teaching Career Guidance and Training in these educational stages, to have the necessary tools to develop an attractive and useful subject. In this sense, this educational institution offers teaching professionals a program with an exclusively online format, which will allow them to learn in a dynamic way the methodologies and resources to promote the development of their students' professional lives.

A 100% online program, with a theoretical-practical perspective, in which the graduate will take a 6-month journey through the evolution of the subject of Career Guidance, the theories of decision making, the syllabus design of this subject, and the creation of programs and teaching units in accordance with current educational criteria.

All of this is complemented by innovative multimedia material based on video summaries of each topic, videos in detail, specialized readings and case studies that ou can access comfortably from any electronic device with an Internet connection.

A unique educational experience that gives teaching professionals the opportunity to make significant progress in their sector through a university program that is compatible with the most demanding responsibilities. The high school students who take this Postgraduate Diploma only need an electronic device with an Internet connection to be able to view the complete content hosted on the virtual platform, whenever and however they wish.

This **Postgraduate Diploma in Career Guidance in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in teaching in High School Education
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used 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

During 6 months you will learn about the evolution of the FOL subject in High School Education and the current improvement with the integration of digital resources"

Improves communication, emotional, and entrepreneurial skills of your young students thanks to this to this Postgraduate Diploma"

Enroll now in a program that is 100% online and perfectly compatible with the most demanding responsibilities as there are no classes with fixed schedules.

You have a comprehensive program, which will provide you with a theoretical and practical perspective on the subject of Career Guidance in High School Education students.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading 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 immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

This Postgraduate Diploma in Career Guidance in High School Education has been designed to provide the teacher with all the necessary tools and resources for the design, development, and evaluation of this subject. In this way, you will be able to improve your professional career and offer a much more attractive and practically useful subject to your students.

You will be able to design the most successful programming and teaching unit for the Career Guidance course in High School Education"

General Objectives

- Introduce students to the world of teaching, from a broad perspective that provides them with the necessary skills for the performance of their work
- Know the new tools and technologies applied to teaching
- Show the different options and ways the teacher can work in their post
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Encourage continuing education for students

With this first level instruction you will get to apply the most effective techniques in the personalized teaching of the FOL subject"

Specific Objectives

Module 1. Complements for the Disciplinary Training in Career Guidance

- Conceptualize the term Career Guidance
- Differentiate between the terms Career Guidance and Vocational Guidance
- Develop the evolution of Career Guidance at an international and national level

Module 2. Career Guidance Syllabus Design in High School Education

- Get to know the principles and objectives on which the Spanish Educational System is based
- Identify the way in which the educational system is organized and the levels that compose it
- Gain knowledge about the importance of the syllabus and competencies as a fundamental element of learning
- Establish the different modalities of choice in the educational system

Module 3. Teaching of Career Guidance

- Define the concept of vocational and career guidance, its aims and methodology
- Get to know the characteristics of adolescent development in the High School Education stage and its relationship with career decision-making
- Characterize vocational and career guidance programs in High School Education

03

Course Management

This educational institution carries out a rigorous selection process for each and every one of the teachers who teach the programs. In this way, the high school students are guaranteed to obtain the most comprehensive and current knowledge on Career Guidance in High School Education. In addition, thanks to the human quality and closeness of the teachers, you will be able to solve any doubts you may have about the syllabus of the program.

The extensive professional experience of the teachers of this program is a guarantee for the high school students"

Management

Dr. Barboyón Combey, Laura

- Teacher of Primary Education and Postgraduate Studies
- Teacher in Postgraduate University Studies of High School Teacher Formation
- Teacher of Primary Education in several schools
- Doctor in Education from the University of Valencia
- Master's Degree in Psychopedagogy from the University of Valencia
- Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir

04

Structure and Content

The effectiveness of the Relearning System, based on the reiteration of content, has led TECH to integrated into all the programs it offers. In this way, the high school students progress through the syllabus and easily consolidate new concepts. In this way, the teaching professional will delve into career guidance to the students of High School Education, the design of programming and teaching units, and the use of digital tools to enhance the skills and competencies of their students. All this, through multimedia resources that can be 100% online easily accessed 24 hours a day , from any electronic device with an Internet connection.

You have a library of teaching resources enriched with multimedia material that you can access 24 hours a day, 7 days a week"

Module 1. Complements for the Disciplinary Training in Career Guidance

1.1. Historical Development of Professional and Vocational Guidance
- 1.1.1. Ideological Period
- 1.1.2. Empiricist Period
- 1.1.3. Observational Period
- 1.1.4. Empirical Stage Guidance as Adjustment
- 1.1.5. Empirical Stage Guidance as Education
- 1.1.6. Theoretical Stage
- 1.1.7. Technological Stage
- 1.1.8. Psychopedagogical Stage
- 1.1.9. From a Psychometric Model to a Humanistic Approach
- 1.1.10. Expansion of Counseling

1.2. Career Guidance: Concept and Scope of Action
- 1.2.1. What Is Career Guidance?
- 1.2.2. Differences with Educational Guidance
- 1.2.3. Institutional Framework
- 1.2.4. Training Centers
- 1.2.5. The Family
- 1.2.6. Guidance Team
- 1.2.7. The Individual
- 1.2.8. The Group
- 1.2.9. The Company
- 1.2.10. Special Collectives

1.3. Levels of Intervention in Career Guidance
- 1.3.1. Professional vs. Occupational Guidance
- 1.3.2. Intervention and Its Justification
- 1.3.3. Program Model
- 1.3.4. Collaborative Model
- 1.3.5. Clinical Model
- 1.3.6. Didactic Models
- 1.3.7. Consulting Models
- 1.3.8. Resource Model
- 1.3.9. Reactive/Proactive Intervention
- 1.3.10. Group/ Individual Intervention

1.4. Career Opportunities of the Educational Options
- 1.4.1. The New Professional Opportunities of the 21st Century
- 1.4.2. Importance of the Socioeconomic Context
- 1.4.3. The Study of Career Opportunities Based on Educational Options
- 1.4.4. New Market Trends in Traditional Careers
- 1.4.5. Employability of Educational Options
- 1.4.6. Employability of Career Opportunities
- 1.4.7. Access to the Different Professional Opportunities
- 1.4.8. Classroom Resources for Researching Career Opportunities
- 1.4.9. Integration in the CCP Model

1.5. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
- 1.5.1. Accompanying Our Students to Find their Ikigai
- 1.5.2. Accompaniment in Self-Knowledge I: Self-Concept
- 1.5.3. Accompaniment in Self-Knowledge II: Self-Competence and Self-Esteem
- 1.5.4. Accompaniment in the Search and Knowledge of the Educational Offer I: Itineraries and Modalities
- 1.5.5. Accompaniment in the Search and Knowledge of the Educational Offer II: Certificates
- 1.5.6. Accompaniment in the Search and Knowledge of the Educational Offer III: Study Plans
- 1.5.7. Accompaniment in the Search and Knowledge of the Professional Offer I: Qualifications
- 1.5.8. Accompaniment in the Search and Knowledge of the Educational Offer II: Professional Competencies
- 1.5.9. Accompaniment in Making Vocational Decisions
- 1.5.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession

1.6. Individual Vocational Selection
- 1.6.1. SWOT Methodology for Individual Decision-Making
- 1.6.2. Student Strengths
- 1.6.3. Student Weaknesses
- 1.6.4. Threats of Valued Professions
- 1.6.5. Career Options Opportunities
- 1.6.6. Individual Reflection
- 1.6.7. Assessment of the Degree of Certainty in Vocational Decision-Making
- 1.6.8. Interview with the Student and the Role of the Counselor
- 1.6.9. Integration in the CCP Model

1.7. Building of Educational and Vocational Guidance Plan
- 1.7.1. Introduction of Educational and Vocational Guidance Plan
- 1.7.2. Basic Principles of the Introduction of Educational and Vocational Guidance Plan
- 1.7.3. Objectives of the Educational and Vocational Guidance Plan
- 1.7.4. Activities and Timing of the Educational and Vocational Guidance Plan
- 1.7.5. Bibliographic Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.6. Digital Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.7. Audiovisual Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.8. Human Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.9. Examples for Improvement of the Educational and Vocational Guidance Plan
- 1.7.10. Examples of Good Practices in Educational and Vocational Guidance Plan

1.8. Development of Active Information Seeking Competence
- 1.8.1. The Digital Era and the Internet
- 1.8.2. Young People and New Technologies
- 1.8.3. Critical Thinking
- 1.8.4. Active Learning
- 1.8.5. 10 Skills to Develop this Competency
- 1.8.6. Classroom Resources
- 1.8.7. Technical Resources
- 1.8.8. The Importance of Information in Vocational Selection
- 1.8.9. Integration with the CCP Model

1.9. Entrepreneurship
- 1.9.1. Personal Business Models
- 1.9.2. Startups
- 1.9.3. Strategic Business Planning
- 1.9.4. Lean Canvas
- 1.9.5. Lean Startup Method
- 1.9.6. Internet Strategy (Digital Business, Digital Marketing)
- 1.9.7. Entrepreneurship Skills
- 1.9.8. Social Entrepreneurship
- 1.9.9. Corporate Enterprise
- 1.9.10. The Concept of Value Contribution

1.10. Theories in Decision-Making
- 1.10.1. Introduction
- 1.10.2. Decision-Making Concept
- 1.10.3. Approaches to Decision-Making
- 1.10.4. Explanatory Models of How Decisions are Made
- 1.10.5. Individual Variables in Decision-Making
- 1.10.6. Learning How to Make Decisions
- 1.10.7. Teaching How to Make Decisions
- 1.10.8. Programs to Teach Decision-Making
- 1.10.9. Group Decision-Making
- 1.10.10. The Non-Decision

Module 2. Career Guidance Syllabus Design in High School Education

2.1. The Spanish Education System Teaching Levels and Modalities
- 2.1.1. Education System: Interaction between Society, Education and the School System
- 2.1.2. The Educational System: Factors and Elements
- 2.1.3. General Characteristics of the Spanish Educational System
- 2.1.4. Configuration of the Spanish Educational System
- 2.1.5. High School Education
- 2.1.6. Baccalaureate
- 2.1.7. Other Teachings

2.2. Vocational Training in the Educational System
- 2.2.1. Vocational Training Organization and Structure
- 2.2.2. Vocational Training in the Educational System
- 2.2.3. Vocational Training Centers
- 2.2.4. Vocational Training in Europe: Instruments
- 2.2.5. Access and Pathways to Professional Qualification
- 2.2.6. Modalities of Vocational Training in the Educational System: On-Site, Distance Learning, Achievement Test, Dual
- 2.2.7. The National System of Qualifications and Vocational Training

2.3. Towards a Curriculum for Vocational and Professional Guidance in the School Environment
- 2.3.1. Let's Build Vocations from the School Environment
- 2.3.2. The Educational Counselor as a Curator of Relevant Content in Vocational and Professional Guidance
- 2.3.3. Tools for the Curation of Content Related to Vocational and Professional Guidance
- 2.3.4. Students' Concerns and Interests in Vocational and Career Guidance
- 2.3.5. Towards a School Curriculum on Vocational Guidance I: Objectives
- 2.3.6. Towards a School Curriculum on Vocational Guidance II: Contents
- 2.3.7. Towards a School Curriculum on Vocational Guidance III: Key Competencies
- 2.3.8. Towards a School Curriculum on Vocational Guidance IV: Standards and Assessment Criteria
- 2.3.9. The Curriculum of Vocational Guidance within the Tutoring Action
- 2.3.10. Vocational and Professional Guidance as Cross-Cutting Content
- 2.3.11. Spaces and Times for Guidance in the School Day

2.4. Educational Programming I
- 2.4.1. Teaching Programming in Career Training: Syllabus Elements
- 2.4.2. The Justification in the Teaching Program
- 2.4.3. The Context: Central Axis of the Programming
- 2.4.4. The Objectives in Career Training
- 2.4.5. Competencies in Career Training
- 2.4.6. Contents

2.5. Educational Programming II
- 2.5.1. Methodology. Methodological guidelines
- 2.5.2. Learning Activities and Strategies
- 2.5.3. Teaching Resources
- 2.5.4. Organizational Resources
- 2.5.5. Material Resources
- 2.5.6. Human Resources

2.6. Educational Programming III
- 2.6.1. Competencies in Career Training
- 2.6.2. Assessment Criteria
- 2.6.3. Evaluation Instruments
- 2.6.4. Evaluation Criteria
- 2.6.5. Attention to Pending and Recovery Measures
- 2.6.6. The Evaluation of the Teaching Practice
- 2.6.7. Attention to Diversity and students with SEN

2.7. The Work Unit I
- 2.7.1. The Work Unit: Elements
- 2.7.2. Objectives
- 2.7.3. Competencies
- 2.7.4. Contents
- 2.7.5. Methodology
- 2.7.6. Assessment

2.8. The Work Unit II
- 2.8.1. Types of Work Units
- 2.8.2. Work Unit: Training and Career Guidance
- 2.8.3. Work Unit: Business and Entrepreneurship

2.9. Classroom Programming
- 2.9.1. Classroom Programming: Elements
- 2.9.2. Headings
- 2.9.3. Other Planning Documents

2.10. The Internet Applied to Guidance: Webquest, Wikis y Blogs
- 2.10.1. *Webquest*
- 2.10.2. Concept, Origin and Characteristics
- 2.10.3. Structure of a Webquest
- 2.10.4. *Wikis*
- 2.10.5. Concept, Origin and Characteristics
- 2.10.6. Structure of a Wiki
- 2.10.7. Weblogs
- 2.10.8. Concept, Origin and Characteristics
- 2.10.9. Structure of a Webquest

Module 3. Teaching of Career Guidance

3.1. General Teaching and Learning Theories
- 3.1.1. Teaching Communication
- 3.1.2. Teaching Planning

3.2. The Tutoring Action: The Tutors of Workplace Training and Vocational Training
- 3.2.1. Functions of the Workplace Training Tutors Established in the Current Regulations
- 3.2.2. Functions of the Vocational Training Tutors Established in the Current Regulations
- 3.2.3. Workplace Training Face-To-Face Tutoring
- 3.2.4. The Current Problems of the Workplace Training (Withdrawal of Financial Resources from Collaborating Companies)
- 3.2.5. Company Recruitment and Visits Prior to the Signing of Agreements

3.2.6. The Signing of Agreements and the Assignment of Internships Based on Transcript of Records or Other Criteria
3.2.7. The Tutor's Follow-up of the Work Carried Out in the Company
3.2.8. Training Agreements in Dual Vocational Training
3.2.9. The Tutoring of Internships in Dual Vocational Training and its Problems
3.2.10. The Selection of Candidates to Take Part in a Dual Vocational Training Program, Casuistry by Autonomous Community

3.3. Theory, Approaches and Models of Vocational Guidance
3.3.1. Non-Psychological Approaches: Chance Theory
3.3.2. Economic factors
3.3.3. Sociological Factors
3.3.4. Psychological Approaches: Trait and Factor Approach.
3.3.5. Psychodynamic Model
3.3.6. Need-Based Approaches
3.3.7. Approach to Self-Concept
3.3.8. Socio-Psychological Model of P.M. Blan
3.3.9. J. L. Holland's Model
3.3.10. Dowald E. Super's Phenomenological Approach
3.3.11. Krumboltz's Social Learning Model
3.3.12. Dennis Pelletier's Activation Model

3.4. Vocational and Career Guidance in High School
3.4.1. Brief Review of Legislation
3.4.2. Current Situation
3.4.3. Vocational and Professional Guidance in High School from the Perspective of Parents and Guidance Counselors
3.4.4. High School Itineraries
3.4.5. Gender and Guidance in High School
3.4.6. Equity and Guidance in High School
3.4.7. Self-Guidance
3.4.8. The Role of the Counselor in High School
3.4.9. The Role of the Family in High School
3.4.10. Future Perspectives

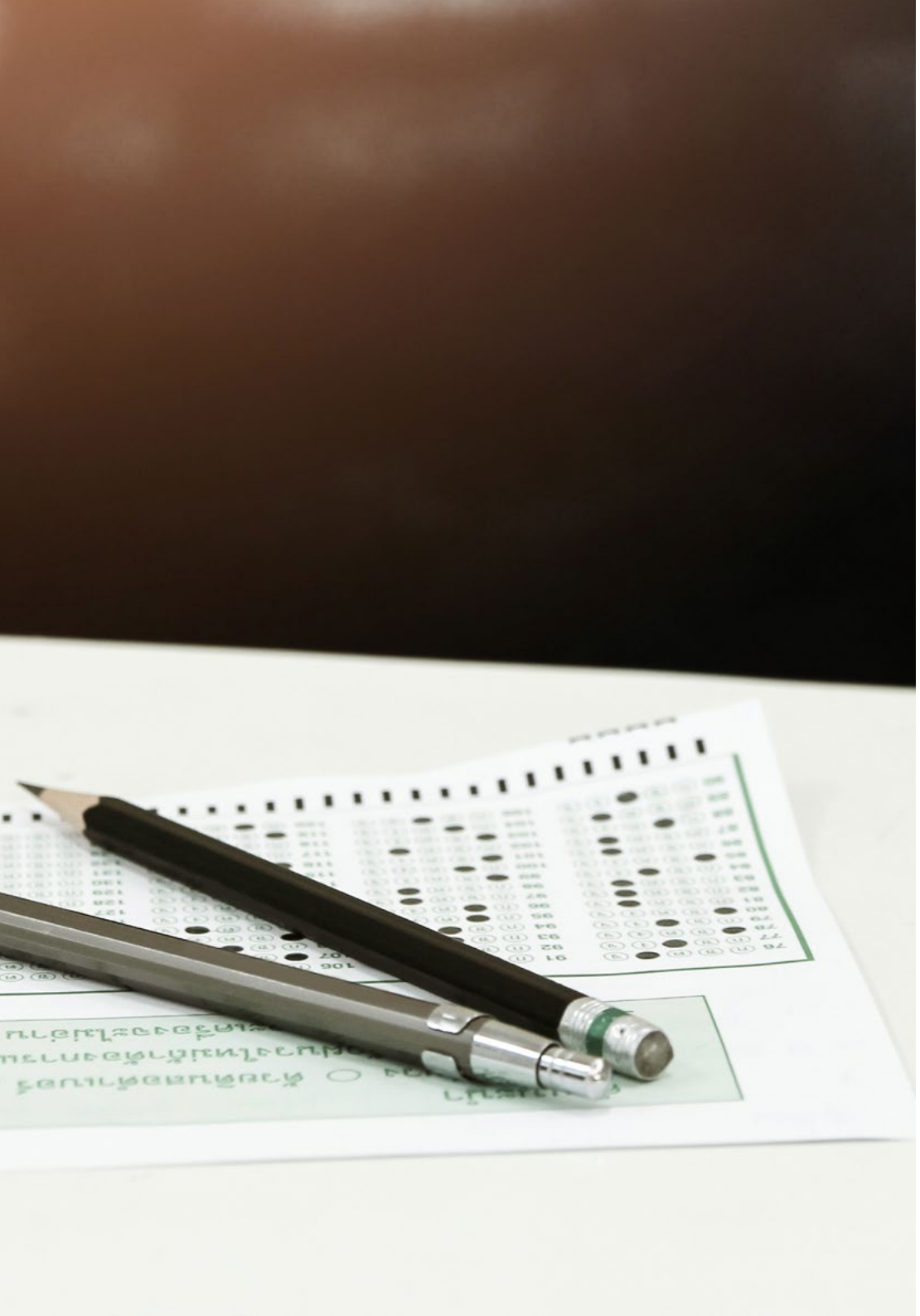
3.5. Training in the Digital Competence of Guidance Practitioners
3.5.1. Introduction
3.5.2. The Education and Guidance Professional in the 21st Century
3.5.3. Digital Literacy; from a Need to an Emerging Reality
3.5.4. Definition of Digital Competence
3.5.5. Common Framework for Digital Competence
3.5.6. Areas and Competences
3.5.7. Contextualization of the Framework of Digital Competence in Education
3.5.8. Digital Competence Portfolio for Teachers
3.5.9. Some Resources to Achieve Digital Competence in Teaching
3.5.10. Other Frameworks on Digital Competition

3.6. The Individual Context. Reality Itself
3.6.1. Family Socioeconomic Context
3.6.2. Levels of Autonomy
3.6.3. Level of Motivation and Effort
3.6.4. Capabilities and Skills
3.6.5. Level of Vocational Maturity
3.6.6. Personality
3.6.7. Personal Variables: The Diversity
3.6.8. Information Gathering and the Role of the Counselor
3.6.9. Integration in the CCP Model

3.7. Some Digital Resources for Education Guidance
3.7.1. Introduction
3.7.2. Associations and Portals of Interest in the Field of Guidance
3.7.3. Blogs
3.7.4. Wikis
3.7.5. Professional Social Networks Educational and Occupational Guidance Institutions
3.7.6. Facebook Groups
3.7.7. Guidance Apps
3.7.8. Interesting Hashtags
3.7.9. Other TIC Resources
3.7.10. Personal Learning Environments in Guidance: OrientaPLE

3.8. Design and Development of Multimedia Materials for Training and Guidance
- 3.8.1. Introduction
- 3.8.2. Multimedia Technology
- 3.8.3. Definition of Multimedia Concept
- 3.8.4. Qualities of Multimedia Resources and Materials
- 3.8.5. Classification
- 3.8.6. Contributions and Limitations
- 3.8.7. Materials Development
- 3.8.8. Some Quality Criteria
- 3.8.9. Video as a Resource for Guidance and Training
- 3.8.10. Social Networks as a Resource for Guidance

3.9. Assessment and Improvement of the Educational and Professional Guidance Plan
- 3.9.1. Change, Innovation and Improvement in Guidance
- 3.9.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
- 3.9.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
- 3.9.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan
- 3.9.5. Checklists for the Educational and Professional Guidance Plan
- 3.9.6. Rubrics to Assess the Educational and Professional Guidance Plan
- 3.9.7. Targets to Assess the Educational and Professional Guidance Plan
- 3.9.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan
- 3.9.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
- 3.9.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan



3.10. Soft Skills through the Vocational Education and Training and Business and Entrepreneurship Modules

- 3.10.1. The Vocational Education and Training Module and the Contents Related to Soft Skills. (Background in the Missing Relationships in the Work Environment Module)
- 3.10.2. Communication, Leadership, Negotiation and Teamwork as Essential Contents in the Vocational Education and Training Module
- 3.10.3. Coaching as an Ally of the Vocational Education and Training Module
- 3.10.4. Digital Skills through the Vocational Education and Training Module
- 3.10.5. Learning and Employment Opportunities in Europe
- 3.10.6. Training for the Selection Process for Vocational Education and Training Teachers
- 3.10.7. The Didactic Use of Recommended Readings to Work on Skills and Attitudes in the Vocational Education and Training Module
- 3.10.8. Film and Vocational Education and Training, a Very Useful Relationship for Working on Emotional Skills
- 3.10.9. Entrepreneurship Contests and their Impact on Students

Bring to your high school the most useful digital tools to work on emotional and educational skills in FOL"

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:

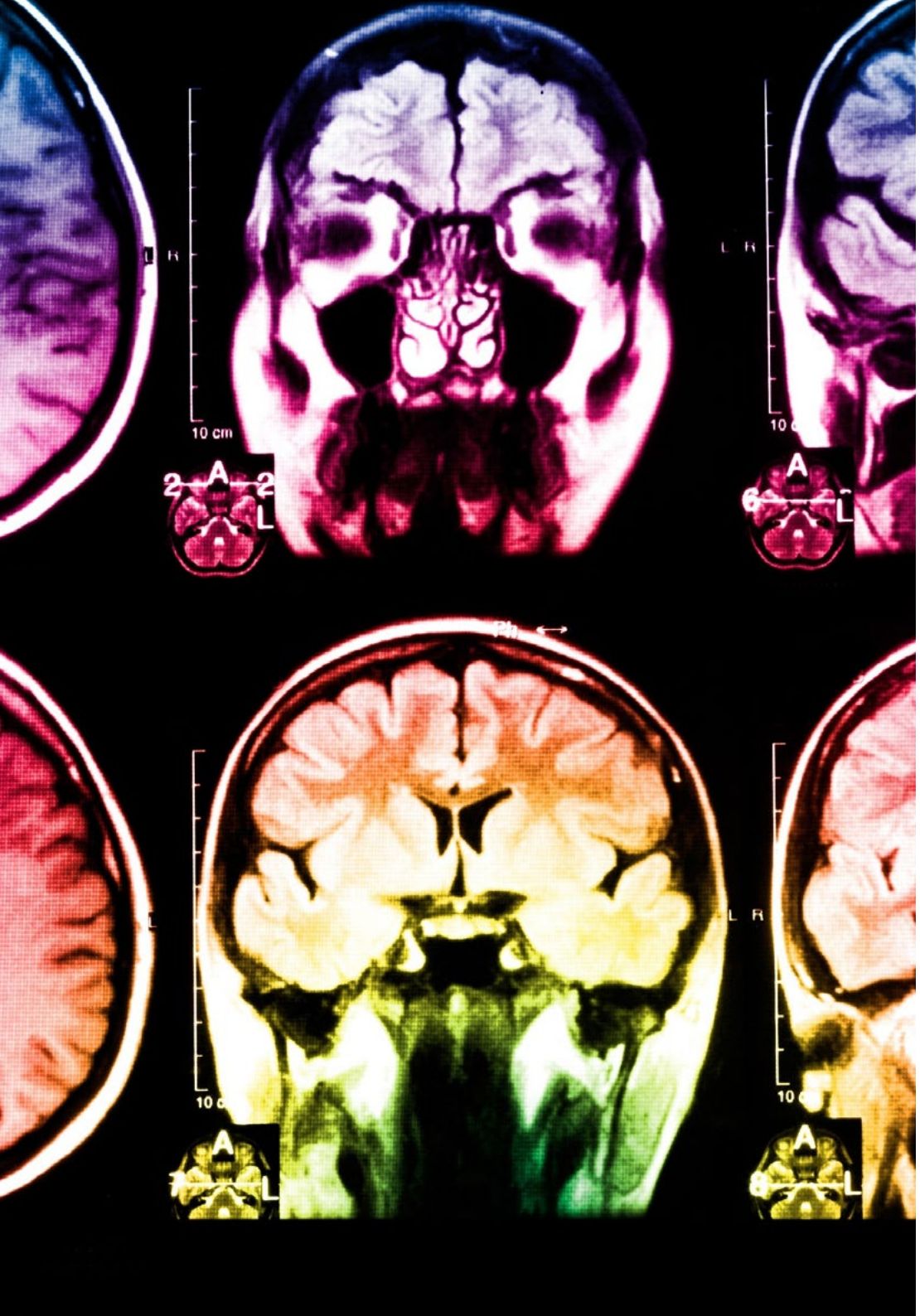
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

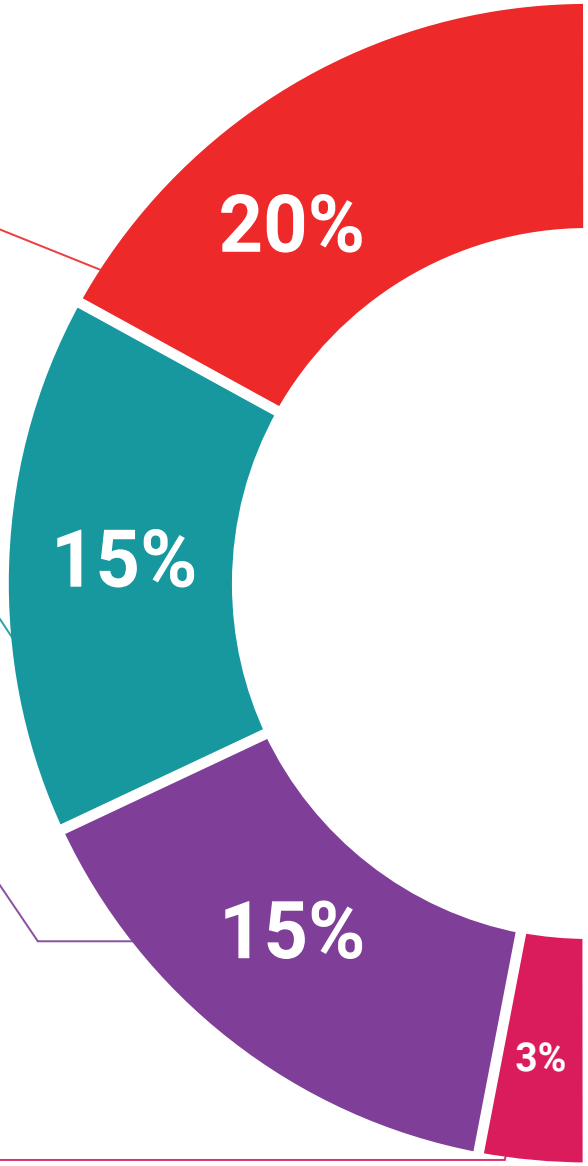
Interactive Summaries

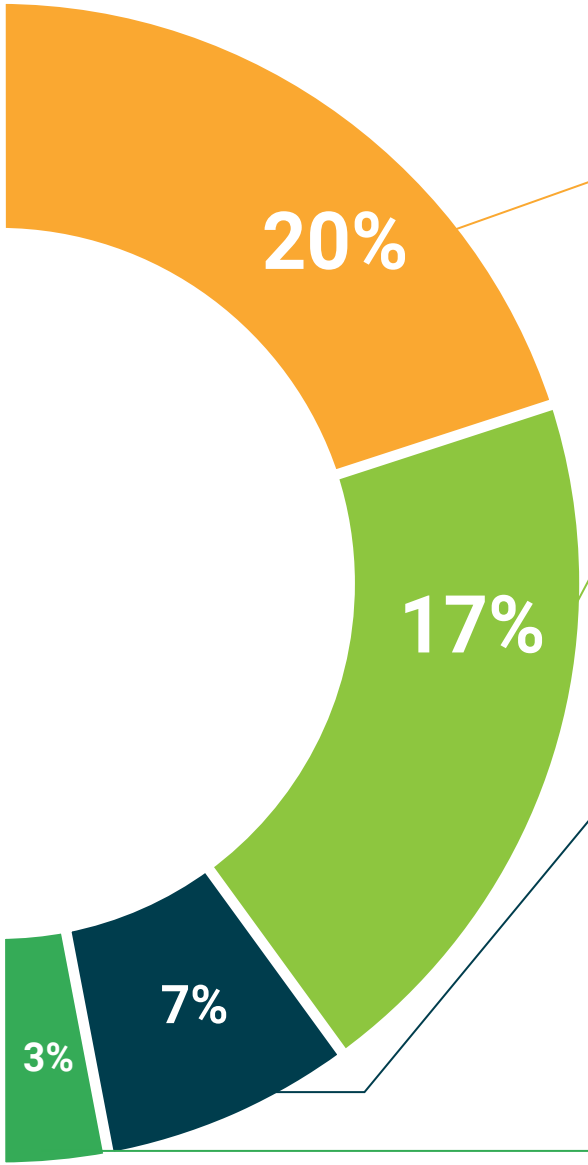
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Career Guidance in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Career Guidance in High School Education** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Diploma in Career Guidance in High School Education**

Official Nº of Hours: **450 h.**

tech technological university

Awards the followi ng

CERTIFICATE

to

Mr./Ms. _____, with identification number _____ .

For having passed and accredited the following progra m

POSTGRADUATE DIPLOMA

in

Career Guidance in High School Education

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy .

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018 .

June 17, 2020

Tere Guevara Navar ro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Diploma

Career Guidance in High School Education

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma
Career Guidance in High School Education

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