

Postgraduate Diploma

Career Guidance for Inclusion



Postgraduate Diploma Career Guidance for Inclusion

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

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-career-guidance-inclusion

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01

Introduction

Learning new ways of intervening in professional and vocational guidance is a must for education professionals who want to be at the forefront of their profession. From the specific perspective of inclusion, this program will teach the professional to accompany students with different characteristics at the moment of deciding their professional path.





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A complete Postgraduate Diploma that will propel you to the highest levels of capability in this area”

This Postgraduate Diploma will enable you to train in an area of work that is currently in great demand. The recommended ratios of 1 counselor for every 250 students are far from the reality throughout Europe opening a job opportunity for professionals in this area.

The training in this program will allow the participant to be open to different approaches and guidance models, new ideas and resources to access in a simple and agile way. They will acquire new skills in the classroom and a new perspective on how to approach guidance. The resources that the professionals will find in the Postgraduate Diploma will allow them to obtain better results in the medium and long term both in the vocational decision and in the preparation for the working life of their students.

Both the activities proposed and the innovative approaches to guidance that you will encounter will enable the student to improve their professional skills and the results of their department in the center.

This training 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.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

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

- ♦ The development of 100 practical cases presented by experts in Vocational and Professional Guidance
- ♦ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential
- ♦ New developments and innovations in the different fields
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Special emphasis on cutting-edge 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

“*An educational program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively*”

“

Give a boost to your competitiveness with this Postgraduate Diploma and place yourself at the top of the labor market”

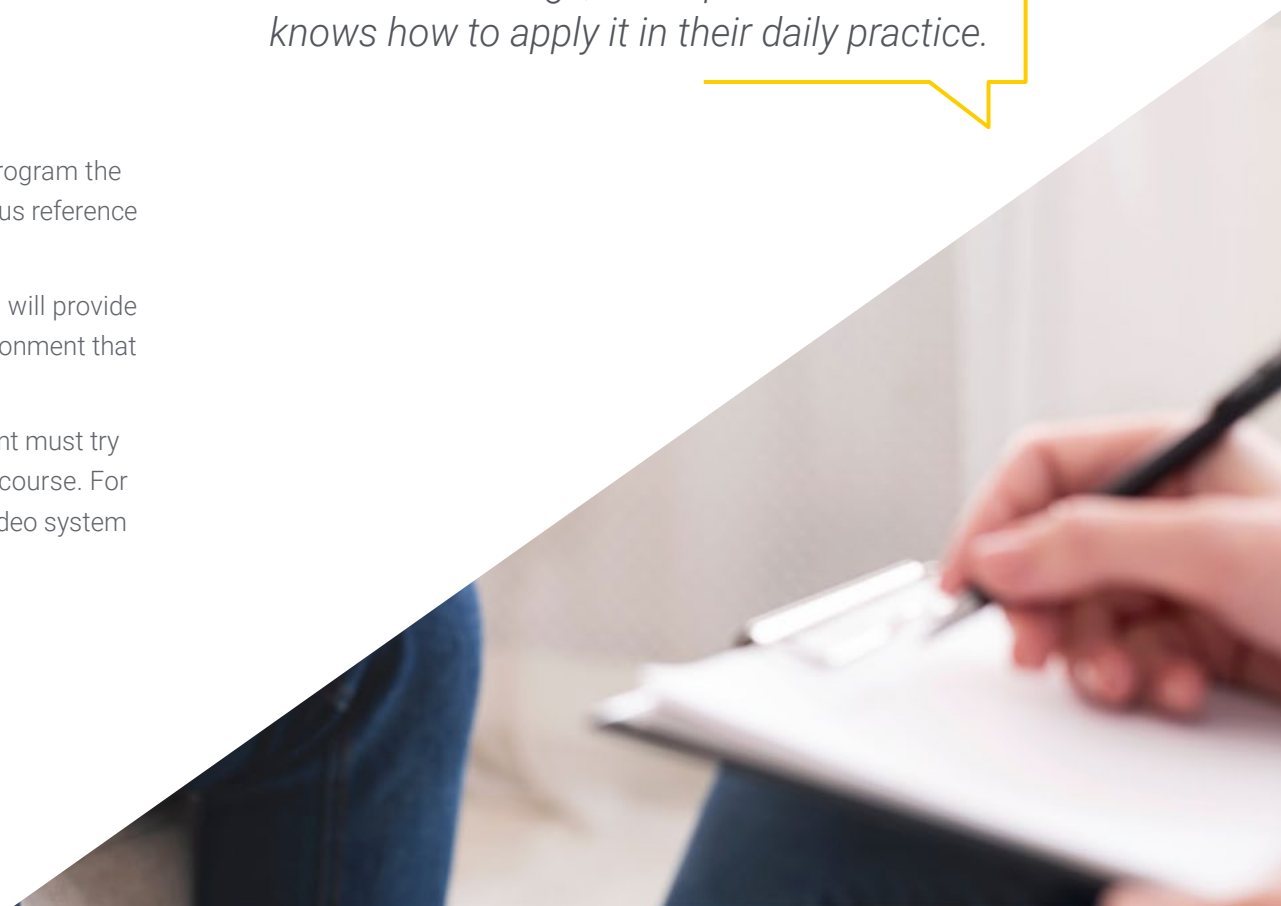
It includes a very broad teaching staff of professionals who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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 designed to learn in real situations.

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

Increase your confidence in working with students by updating your knowledge through this Postgraduate Diploma.

This Postgraduate Diploma marks the difference between a professional with a lot of knowledge, and a professional who knows how to apply it in their daily practice.



02

Objectives

The objectives of this program have been established as a guide for the development of the entire course, with the specific mission of offering students very intensive training that will really boost their professional progression. A journey of personal growth that will lead you to the highest quality in your intervention.





“

A complete Postgraduate Diploma, which will allow you to learn how to work with vocational and professional guidance in the field of inclusion, with success and security”



General Objectives

- ♦ Acquire the necessary knowledge to act as a support for students' decision making regarding their vocation and vocational orientation
- ♦ Act in an adjusted way in the different personal contexts of the students
- ♦ Know the most effective and useful guidance strategies

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A high intensity Postgraduate Diploma that will train you in a safe and complete way"





Specific Objectives

Module 1. Organizational Development of Guidance in Schools

- ♦ Train about the latest classroom trends in vocational and professional guidance with effective and practical resources
- ♦ Specialize in various inclusion techniques for different individual profiles

Module 2. Development of Professional Competencies in Career Guidance

- ♦ Identify the challenges ahead for the future development of the different skills
- ♦ Develop the different skills and see their impact for the profession

Module 3. Guidance for Inclusion Vocational and Professional Guidance for Inclusion

- ♦ Create guidance processes without discriminating students
- ♦ Be clear that the different professions do not discriminate on the basis of gender, ethnicity or religion, which generates inclusion

03

Course Management

The program includes in its teaching staff reference specialists in vocational and professional guidance for inclusion, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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Learn from reference professionals, the latest advances in procedures in the field of vocational and professional guidance for inclusion”

Management



Ms. Jiménez Romero, Yolanda

- ◆ Positions: Psychopedagogue specialized in Neurolinguistics
- ◆ Educational Psychologist
- ◆ Degree in Primary Education with English
- ◆ Master's Degree in Educational Psychologist
- ◆ Master's Degree in Neuropsychology of High Intellectual Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Specialized Teacher in High Intellectual Ability
- ◆ Co-director, Author and Teacher in Different University Educational Projects



Professors

Ms. García Camarena, Carmen

- ◆ Positions: Manager of Step by Step, a vocational guidance company for all professional stages
- ◆ Psychologist and Master's Degree in Business Administration, CAP at the Alfonso X el Sabio University
- ◆ Specialization in FOL and Master's Degree in HR and group techniques
- ◆ Creator of a methodology adapted to high school stages

Mr. Maroto, José María

- ◆ Positions: Computer Engineer
- ◆ Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership. Professor specialized in Innovation and BigData processes
- ◆ Expert in learning, lecturer and writer of articles and publications related to his areas of expertise

04

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.





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An intensively structured educational approach, in such a way that you achieve your learning goals consistently and effectively”

Module 1. Organizational Development of Guidance in Schools

- 1.1. The Educational Center as an Area of Guidance Intervention
 - 1.1.1. The School as an Educational Organization: The Theory of School Organization
 - 1.1.2. Main Theories and Authors on School Organization (I): Classical Authors
 - 1.1.3. Main Theories and Authors on School Organization (II): Current Perspectives
 - 1.1.4. Culture and Organization of Schools
 - 1.1.5. Decision-Making Bodies in Schools
 - 1.1.6. The Center and the Classroom as Systems of Relationships
 - 1.1.7. The School as a Community and as a Common Project
 - 1.1.8. The Organizational Documents of the School
 - 1.1.9. Guidance in the Center's Educational Project
 - 1.1.10. Relevance of the Academic and Vocational Guidance Plan (POAP)
- 1.2. Organizational Structures of Guidance in Schools
 - 1.2.1. Main Organizational Structures of School Guidance
 - 1.2.2. Organization of School Guidance in Early Childhood Education
 - 1.2.3. Organization of School Guidance in Pre-School Education
 - 1.2.4. Organization of School Guidance in Primary Education
 - 1.2.5. Organization of School Guidance in Vocational Training
 - 1.2.6. Organization of the Educational Guidance in University Education
 - 1.2.7. Organization of Educational Guidance in Adult Education Centers
 - 1.2.8. Organization of Educational Guidance in Special Education
 - 1.2.9. Organization of School Guidance in Special Education Centers and Occupational Training Centers
 - 1.2.10. Organization of Counseling
- 1.3. Role and Position of Guidance Professionals in Schools
 - 1.3.1. The Systemic Approach in the Educational Sphere: The Center as a System
 - 1.3.2. Role and Position: The Counselor's Place in a School
 - 1.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
 - 1.3.4. The Magician without Magic (I): Towards an Operational Strategy for the School Counselor
 - 1.3.5. The Magician without Magic (II): Casuistic Exemplification of the Selvini Palazzoli Working Group
 - 1.3.6. The Magician without Magic (III): Current Case Exemplification
 - 1.3.7. The Educational Model of Guidance and the Collaborative Relationship
 - 1.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
 - 1.3.9. From my Place (I): Why Is a Systemic Approach Important in Educational Guidance
 - 1.3.10. From my Place (II): I Like Being a Counselor
- 1.4. Vocational and Professional Guidance within the Functions of School Guidance
 - 1.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
 - 1.4.2. Fundamental Principles in Academic and Career Guidance
 - 1.4.3. Roles of the School Counselor related to Vocational and Professional Guidance
 - 1.4.4. Educational and Professional Guidance Planning
 - 1.4.5. Intervention Strategies in Educational and Professional Guidance
 - 1.4.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
 - 1.4.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
 - 1.4.8. Guidance Counseling as a Vocational Counseling Report
 - 1.4.9. Other Functions of the School Counselor
 - 1.4.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance
- 1.5. Towards a Curriculum for Vocational and Professional Guidance in the School Environment
 - 1.5.1. Let's Build Vocations from the School Environment
 - 1.5.2. The Educational Counselor as a Curator of Relevant Content in Vocational and Professional Guidance
 - 1.5.3. Tools for the Curation of Content Related to Vocational and Professional Guidance
 - 1.5.4. Students' Concerns and Interests in Vocational and Career Guidance
 - 1.5.5. Towards a School Curriculum on Vocational Guidance (I): Objectives
 - 1.5.6. Towards a School Curriculum on Vocational Guidance (II): Contents
 - 1.5.7. Towards a School Curriculum on Vocational Guidance (III): Key Competencies
 - 1.5.8. Towards a School Curriculum on Vocational Guidance (IV): Standards and Assessment Criteria



- 1.5.9. The Curriculum of Vocational Guidance within the Tutoring Action
- 1.5.10. Vocational and Professional Guidance as Cross-Cutting Content
- 1.5.11. Spaces and Times for Guidance in the School Day
- 1.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
 - 1.6.1. Accompanying Our Students to Find their 'Ikigai'
 - 1.6.2. Accompaniment in Self-Knowledge (I): Self-Concept
 - 1.6.3. Accompaniment in Self-Knowledge (II): Self-Competence and Self-Esteem
 - 1.6.4. Accompaniment in the Search and Knowledge of the Educational Offer (I): Itineraries and Modalities
 - 1.6.5. Accompaniment in the Search and Knowledge of the Educational Offer (II): Certificates
 - 1.6.6. Accompaniment in the Search and Knowledge of the Educational Offer (III): Study Plans
 - 1.6.7. Accompaniment in the Search and Knowledge of the Professional Offer (I): Qualifications
 - 1.6.8. Accompaniment in the Search and Knowledge of the Educational Offer (II): Professional Competencies
 - 1.6.9. Accompaniment in Making Vocational Decisions
 - 1.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession
- 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. Vocational and Professional Guidance Activities from the Educational Center
 - 1.8.1. Classroom Activities (I): Research and Presentation of Information
 - 1.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
 - 1.8.3. Classroom Activities (III): Thematic Units Within a Subject
 - 1.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
 - 1.8.5. Extracurricular Activities (II): Guidance Days
 - 1.8.6. Extracurricular Activities (III): Projects and Companies
 - 1.8.7. Extracurricular Activities (IV): Simulation Games
 - 1.8.8. Extracurricular Activities (V): Service-Learning
 - 1.8.9. Coordinated Activities: Sponsors of Vocational Selection
 - 1.8.10. Others Vocational and Professional Guidance Activities from the Educational Center
- 1.9. Complementary Activities Outside the School to Work on Vocational and Professional Guidance
 - 1.9.1. Exploration of Family Members' Jobs
 - 1.9.2. Visit to Companies
 - 1.9.3. Shadowing: Professional for a Day
 - 1.9.4. Internships in Companies
 - 1.9.5. Job Fairs
 - 1.9.6. Educational Cooperation Programs
 - 1.9.7. Visit to the Employment Office or Local Employment Services
 - 1.9.8. Visits to Professional Associations
 - 1.9.9. Visits to Universities and Other Educational Centers
 - 1.9.10. Visits to Museums and Exhibitions
 - 1.9.11. Other Complementary Actions Outside the School to Work on Vocational and Professional Guidance
- 1.10. Assessment and Improvement of the Educational and Professional Guidance Plan
 - 1.10.1. Change, Innovation and Improvement in Guidance
 - 1.10.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
 - 1.10.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
 - 1.10.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan

- 1.10.5. Checklists for the Educational and Professional Guidance Plan
- 1.10.6. Rubrics to Assess the Educational and Professional Guidance Plan
- 1.10.7. Targets to Assess the Educational and Professional Guidance Plan
- 1.10.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan
- 1.10.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
- 1.10.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan

Module 2. Development of Professional Competencies in Career Guidance

- 2.1. Employability Model
 - 2.1.1. Current Economic Context
 - 2.1.2. Employment in the 21st Century
 - 2.1.3. Self-Knowledge
 - 2.1.4. The Vision
 - 2.1.5. The mission
 - 2.1.6. Definition of Objectives
 - 2.1.7. New Work Models
 - 2.1.8. Roadmap
 - 2.1.9. Personal Brands
- 2.2. Development of Competencies
 - 2.2.1. Characteristics of the Competencies
 - 2.2.2. Capabilities, Skills and Competencies
 - 2.2.3. Competencies that will be in Demand in the 21st Century
 - 2.2.4. Personal Competencies
 - 2.2.5. Professional Competencies
 - 2.2.6. Competency Training
 - 2.2.7. Maturity Levels of a Competency
 - 2.2.8. Assessment of Competencies (Indicators)
- 2.3. Collaborative Work
 - 2.3.1. Teamwork
 - 2.3.2. Characteristics of Collaborative Work
 - 2.3.3. The Power of Teamwork
 - 2.3.4. Structures and Models for Collaborative Work

- 2.3.5. Communities of Practice
- 2.3.6. Tools for Collaborative Work
- 2.3.7. Empathy
- 2.3.8. Assertiveness
- 2.3.9. Trust
- 2.3.10. Self-organized Teams
- 2.4. Project Work
 - 2.4.1. Work Models
 - 2.4.2. Results Oriented
 - 2.4.3. Organization of Work
 - 2.4.4. Project definition
 - 2.4.5. Project Life Cycle
 - 2.4.6. Project Management
 - 2.4.7. The Figure of the Project Manager
 - 2.4.8. Methodologies for Project Management
 - 2.4.9. Difference between Project Development and Product Development
 - 2.4.10. Product Design and Creation
- 2.5. Communication
 - 2.5.1. Basic Characteristics of Communication
 - 2.5.2. Effective Communication
 - 2.5.3. Active Listening
 - 2.5.4. Intrapersonal Communication
 - 2.5.5. Interpersonal Communication
 - 2.5.6. Online Interpersonal Communication (e-mail, Social Networks)
 - 2.5.7. Effective Presentations
 - 2.5.8. Visual Communication
 - 2.5.9. Body Communication (Non-Verbal Language)
 - 2.5.10. Speaking in Public
- 2.6. Adaptation to Change
 - 2.6.1. Context and Basic Concepts
 - 2.6.2. Main Characteristics of Adaptation to Change
 - 2.6.3. Unlearning to Relearn
 - 2.6.4. Flexibility and Versatility
 - 2.6.5. Change Management Process
 - 2.6.6. Factors Favoring Adaptation to Change
 - 2.6.7. Negative Factors or Factors that do not Help Adaptation to Change
 - 2.6.8. Comfort Zone
 - 2.6.9. The Everett Rogers Curve
 - 2.6.10. Moore's Law
- 2.7. Business Models
 - 2.7.1. Definition and Fundamental Concepts
 - 2.7.2. Business Canvas I
 - 2.7.3. Business Canvas II
 - 2.7.4. Examples of Business Model
 - 2.7.5. Innovation
 - 2.7.6. Innovative Business Models
 - 2.7.7. Basic Organizational Models
- 2.8. Entrepreneurship
 - 2.8.1. Personal Business Models
 - 2.8.2. *Startups*
 - 2.8.3. Strategic Business Planning
 - 2.8.4. *Lean Canvas*
 - 2.8.5. Lean Startup Method
 - 2.8.6. Internet Strategy (Digital Business, Digital Marketing)
 - 2.8.7. Entrepreneurship Skills
 - 2.8.8. Social Entrepreneurship
 - 2.8.9. Corporate Enterprise
 - 2.8.10. The Concept of Value Contribution
- 2.9. Leadership
 - 2.9.1. What is Leadership?
 - 2.9.2. What Does It Take to Be a Leader?
 - 2.9.3. Types of Leadership
 - 2.9.4. Self-Leadership

- 2.9.5. Mindfulness
- 2.9.6. Tribes
- 2.9.7. Followers
- 2.9.8. Feedback
- 2.9.9. Coaching
- 2.9.10. Emotional Intelligence
- 2.10. Creativity Development
 - 2.10.1. Fundamental Concepts
 - 2.10.2. Factors that Favor the Development of Creativity
 - 2.10.3. Factors that do not Favor Creativity
 - 2.10.4. Lateral Thinking
 - 2.10.5. Exploration and Management of Ideas
 - 2.10.6. Development and Monitoring of Ideas
 - 2.10.7. Divergent Thinking
 - 2.10.8. Convergent Thinking

Module 3. Guidance for Inclusion Vocational and Career Guidance for Inclusion

- 3.1. Theoretical Framework: Theoretical Framework: the Concept of Diversity, Inclusion and Inclusive Guidance
 - 3.1.1. From Special Education to Diversity Care
 - 3.1.2. From Attention to Diversity to Inclusive Education
 - 3.1.3. Attention to Diversity within the Framework of the European Union
 - 3.1.4. Concept of Diversity from an Employability Perspective
 - 3.1.5. Concept of Educational and Labor Inclusion
 - 3.1.6. Educational Legislation in Spain with Respect to Educational Inclusion
 - 3.1.7. Inclusive Guidance, a Lifelong Process
 - 3.1.8. Inclusive Guidance, School, Work and the Environment
 - 3.1.9. Inclusive Guidance, Differentiated Needs
 - 3.1.10. Keys to an Inclusive Guidance
- 3.2. Knowledge of the Different Diversity Profiles for Guidance
 - 3.2.1. The Educational Response to Diversity
 - 3.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
 - 3.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based





- 3.2.4. Diversity and Educational Inclusion Plan
- 3.2.5. Students with Attention Deficit and Hyperactivity Disorder
- 3.2.6. Students with Autism Spectrum Disorder
- 3.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography, etc.)
- 3.2.8. Students with Intellectual Disabilities
- 3.2.9. Students with Mental Disorders
- 3.2.10. Students with Sensory Disabilities
- 3.3. Functional Diversity as Seen from its Potential
 - 3.3.1. Definition of Functional Diversity
 - 3.3.2. Types of Functional Diversity
 - 3.3.3. Identity and Intellectual Functional Diversity
 - 3.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
 - 3.3.5. Socio-Occupational Training of Students with Functional Diversity
 - 3.3.6. The Role of Vocational Training in the Social and Labor Inclusion of Young People with Intellectual Functional Diversity
 - 3.3.7. Indicators to Identify the Potential of People with Functional Diversity
 - 3.3.8. Labor Inclusion of People with Functional Diversity
 - 3.3.9. Professional Guidance for Students with Functional Diversity in High School
 - 3.3.10. Professional Guidance for Students with Functional Diversity in University
- 3.4. General Actions in Vocational Guidance for Students with Different Difficulties: ADHD, ASD, Dyslexia...
 - 3.4.1. Pre-Vocational Initiation
 - 3.4.2. Vocational Decision and Involvement
 - 3.4.3. Vocational Decision Processes
 - 3.4.4. Difficulty and Pressure
 - 3.4.5. Professional Counseling
 - 3.4.6. Market Knowledge

- 3.4.7. Decision-Making Strategies
- 3.4.8. Facilitating Self-Awareness and the Ability to Make Choices
- 3.4.9. Provide Information to Trainee and Families
- 3.4.10. Encourage Personal Interests
- 3.5. Tools for Inclusive Guidance
 - 3.5.1. How to Guide People with Learning Difficulties?
 - 3.5.2. Professional Guidance for People with Specific Educational Support Needs (ASD, ADHD, Dyslexia, etc.)
 - 3.5.3. Professional Guidance for People with Intellectual Functional Diversity
 - 3.5.4. Professional Guidance for People with Sensory Functional Diversity
 - 3.5.5. Professional Guidance for People in Conditions of Social Vulnerability
 - 3.5.6. Professional Guidance for People with Mental Disorders
 - 3.5.7. Curriculum Development in Response to Diversity
 - 3.5.8. The Job Interview for People with Functional Diversity
 - 3.5.9. Professional Fields
 - 3.5.10. Vocational Groups
- 3.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
 - 3.6.1. Educational and Vocational Pathways to Guide People with Difficulty
 - 3.6.2. Programs for Learning and Performance Enhancement
 - 3.6.3. Reinforcement Programs in High School
 - 3.6.4. Basic Vocational Training
 - 3.6.5. Basic Vocational Training in Special Education
 - 3.6.6. Professional Qualification Programs
 - 3.6.7. Youth Guarantee Programs
 - 3.6.8. Occupational Training for People with Functional Diversity
 - 3.6.9. Special Employment Center
 - 3.5.10. Occupational Center
- 3.7. Diversity Professional Guidance Program in High School
 - 3.7.1. Needs Assessment
 - 3.7.2. Program Rationale
 - 3.7.3. Program Objectives
 - 3.7.4. Program Contents
 - 3.7.5. Program Methodology
 - 3.7.6. Program Resources
 - 3.7.7. Program Timing
 - 3.7.8. Program Assessment
 - 3.7.9. Program Application
 - 3.7.10. Program Summary
- 3.8. Job Search Program: Customized Employment for People with Functional Diversity
 - 3.8.1. Customized Employment Concept
 - 3.8.2. Customized Employment, the Evolution of Supported Employment
 - 3.8.3. Labor Market
 - 3.8.4. Guidance and Job Search Resources
 - 3.8.5. Internet Employment
 - 3.8.6. Job Skills
 - 3.8.7. Social Skills
 - 3.8.8. Planning Skills
 - 3.8.9. Special Employment Centers
 - 3.8.10. The Role of the Companies

- 3.9. Occupational Training Itineraries for Attention to Diversity
 - 3.9.1. Unemployment of People with Disabilities
 - 3.9.2. Vocational Training for Employment
 - 3.9.3. Employment Workshops
 - 3.9.4. Labor Market Integration of People with Disabilities
 - 3.9.5. Labor Qualification of People with Disabilities
 - 3.9.6. Occupational Integration Services
 - 3.9.7. Pre-Job Training
 - 3.9.8. Ongoing Training
 - 3.9.9. Occupational Distance Training
 - 3.9.10. Public Employment Services that Cater to Diversity
- 3.10. Case Studies. Case Study: Professional Guidance Program for a Student with ADHD and/or ASD
 - 3.10.1. ASD Student
 - 3.10.2. Educational Experience
 - 3.10.3. Academic Guidance
 - 3.10.4. Professional Guidance
 - 3.10.5. Job Placement
 - 3.10.6. Occupational and Ongoing Training
 - 3.10.7. Student with ADHD
 - 3.10.8. Educational Experience
 - 3.10.9. Academic Guidance
 - 3.10.10. Professional Guidance
 - 3.10.11. Job Placement
 - 3.10.12. Occupational and Ongoing Training



Our curriculum has been designed with teaching effectiveness in mind: so that you learn faster, more stimulatingly and on a more permanent basis"

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.





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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

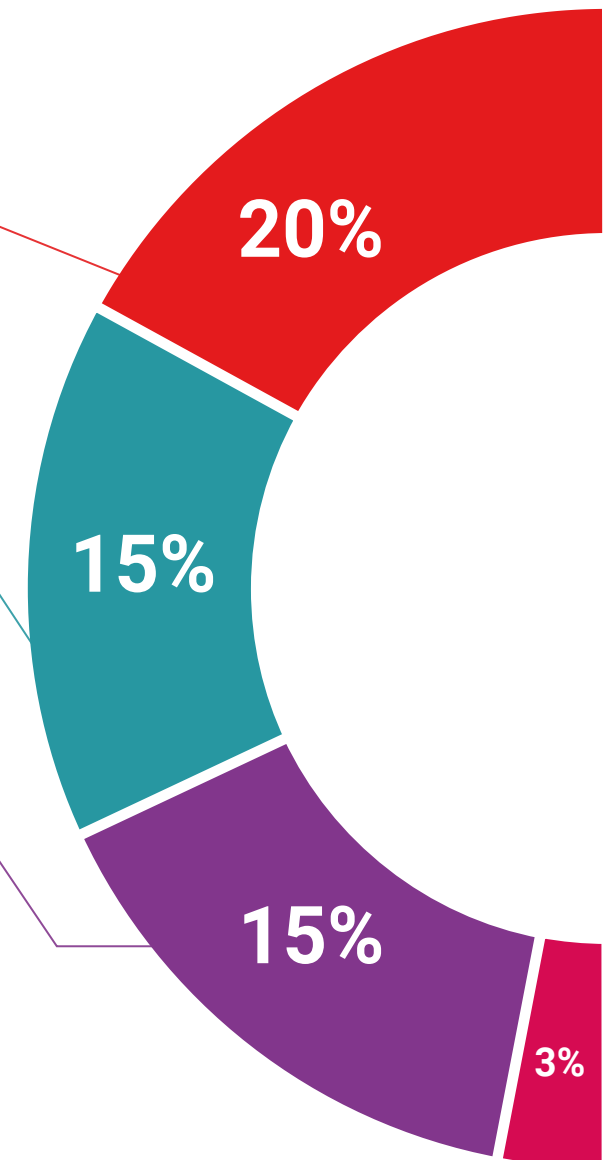
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

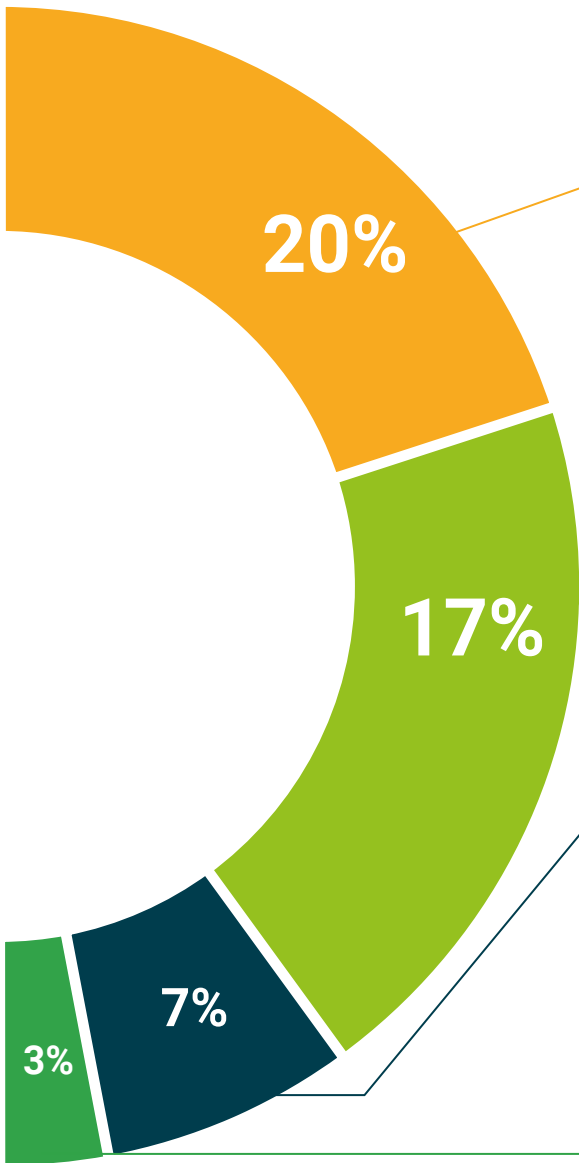
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.



06

Certificate

The Postgraduate Diploma in Career Guidance for Inclusion 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 for Inclusion** 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 for Inclusion**

Official N° of Hours: **450 h.**



*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.



Postgraduate Diploma Career Guidance for Inclusion

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

Postgraduate Diploma

Career Guidance for Inclusion

