

Postgraduate Diploma

Competency-Based Learning in the University Setting



Postgraduate Diploma Competency-Based Learning in the University Setting

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

Website: www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-competency-based-learning-university-setting

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01

Introduction

Competency-based learning is based on the demonstration of mastery, on the proof of the mastery of know-how related to the knowledge that has been studied. This form of learning progress allows you to drive student development in a highly efficient, highly interactive and versatile way. This Postgraduate Diploma is a tool that will allow higher education teachers to acquire the ability to work with this type of teaching, offering their students a demonstrable learning process that translates into high levels of motivation and growth.



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Acquire the necessary tools to teach your subject based on Competency Based Learning and make your classroom a space for more global growth".

The main objectives of the Postgraduate Diploma in Competency-Based Learning in the University Environment are to promote and strengthen the competencies and capabilities of teachers in the university environment, following the Spanish regulations and taking into account the most current tools for teaching in this area. This is done in such a way that the teacher is able to inspire his students with the necessary motivation to continue their studies and to feel drawn to scientific research.

This Postgraduate Diploma provides teachers with an overview of the fundamental knowledge in the field of teaching and the best way to guide and orient students in their day-to-day work.

This training is distinguished by its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. Allowing a simple and clarifying study on education in university educational centers.

In this manner, the main competencies that teachers must acquire in order to offer a correct training to their students will be explained to the student, as well as the competency-based learning in the university environment. In addition, the main tools and resources available to teachers to successfully carry out the teaching and learning process will be provided.

This **Postgraduate Diploma in Competency-Based Learning in the University Setting** contains the most complete and updated educational program on the market. The most important features of the program include:

- ♦ Development of practical cases presented by experts in University Teaching.
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ New developments in competency-based learning at the university level
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies in competency-based learning at university level.
- ♦ 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



You will be able to learn in a flexible but intensive way, with the support of the best rated online teaching resources".

“ *This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Competency-Based Learning in the University setting, you will obtain a qualification endorsed by TECH Technological University*”.

Its teaching staff includes professionals belonging to the field of University Teaching, who contribute their work experience to this training, as well as renowned specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the teacher must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professor will be assisted by an innovative interactive video system developed by recognized experts in Competency-Based Learning in the university setting and with extensive teaching experience.

With the best multimedia methodology that will help you in the complete assimilation of the syllabus.

If you are looking for training to improve your daily practice, without giving up the rest of your obligations, this is your best option.



02

Objectives

The Postgraduate Diploma in Competency-Based Learning in the University Setting is oriented to facilitate the performance of the professional dedicated to teaching with the latest teaching advances and one of the most interesting and best valued methodologies in the sector.



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This Postgraduate Diploma will allow you to specialize in Competency-Based Learning in the University Setting and to learn about the latest advances in the field”.



General Objectives

- Encourage skills and competences in university teachers
- Understand the most up to date tools for working as a teacher in the university field
- Learn how to motivate your students to take an interest in continuing their studies and entering into the field of research
- Get up to date on the changes taking place in the field of education





Specific Objectives

Module 1

- ♦ Learn how to make a broad, objective and experience-based description of the skills that every teacher must develop and strengthen before and during their work in the classroom
- ♦ Know how to analyze all the educational stages in which the teacher is involved, as well as the skills that all current teachers should possess
- ♦ Review the educational laws up to the present day
- ♦ Recognize different tools and strategies for analysis and assessment of the teaching profession, as a means to improve and perfect it

Module 2

- ♦ Know how to direct students' efforts towards new approaches to education
- ♦ Pursue competency-based learning, where knowledge is combined with its application in practical, diverse, changing and realistic situations
- ♦ Incorporate skill-based work

Module 3

- ♦ Focus your knowledge on innovation, diversity and equity in education
- ♦ Provide the student with all the necessary material to study through a series of activities for reflection, research and inquiry
- ♦ Learn to implement innovative educational plans in your respective centers and classrooms

03

Course Management

The program includes in its teaching staff reference experts in Competency-Based Learning in the University Setting, who share their work experience in this training. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.





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Leading experts in Competency-Based Learning in the University Setting have come together to offer you the most specialized training in the field.”

Management



Dña. Jiménez Romero, Yolanda

- Director and Coordinator of master's programs: CEU University Online Education Campus, Tech Technological University, Tech University Mexico
- Elementary School Teacher Degree with a Major in English
- Educational Psychologist Specialist in Higher Ability Students, Inclusive Education, Attention to Diversity
- Master's Degree in Educational Psychology, International University of Valencia
- Master's Degree in Neuropsychology of Higher Ability Students, University of Rioja
- Master's Degree in Emotional Intelligence, University of Extremadura



Professors

Dña. Álvarez Medina, Nazaret (Doctorando)

- ♦ Degree in Educational Psychology Oberta University, Catalunya
- ♦ Degree in Elementary School Education with a Major in the English Language Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language La Laguna University
- ♦ Degree in Educational and Executive Coaching from the Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

Gutiérrez Barroso, César (PhD)

- ♦ Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- ♦ Degree in History (Castilla La Mancha Universidad) 2001-2006
- ♦ Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- ♦ Master's Degree in Museology Study Techniques Center (Madrid) 2007
- ♦ Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

Manzano García, Laureano

- ♦ Degree in Psychology from Autonomous University of Madrid, 1996
- ♦ Degree in Special Education from ESCUNI Madrid 2002
- ♦ Competitive examinations tutor in face-to-face and online classes, as well as distance tutoring for the specialist subjects of Special Education (teachers) and Educational Guidance (high school) Since 2002
- ♦ Teacher at Victoria Middle School and High School, Kent Since 2012

Pattier Bocos, Daniel

- ♦ PhD in Education Complutense University of Madrid. 2017- present
- ♦ Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- ♦ Master's Degree in Research and Innovation in Education UNED. 2014-2016
- ♦ University Professor in Didactics and Curricular Innovation (bilingual in English) Complutense University of Madrid
- ♦ Creator of university materials and content UNIR, CEU Cardenal Herrera University
- ♦ Trainee University Lecturer Researcher in Education Complutense University of Madrid
- ♦ Finalist for the Best Teacher Prize in Spain, 2018

Romero Monteserín, José María

- ♦ Degree in Teaching Complutense University of Madrid (2017-2010)
- ♦ Master's Degree in Education Center Management Antonio de Nebrija University (2012)
- ♦ Online Master's Degree in Secondary Teacher Training. Cardenal Herrera University (2018-2019)
- ♦ Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019





Dr. Valero Moreno, Juan José

- ♦ Agricultural Engineer School of Agricultural Engineering Castilla - La Mancha University Albacete, 2000.
- ♦ Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- ♦ Master's Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014.
- ♦ Master's Degree in Occupational Risk Prevention UNIR, 2011.

Visconti Ibarra, Martin Edgardo

- ♦ PhD in Education and Behavioral Sciences Vigo University Since 2015.
- ♦ Degree in Elementary Education Teaching Faculty of Social Sciences, Education and Sports of Pontevedra (2009-2014).
- ♦ Master's Degree in Learning and Cognitive Processes Faculty of Social Sciences, Education and History of Ourense (2014-2015).
- ♦ Master's Degree in Education Center Management Cardenal Herrera University (Since May 2019)
- ♦ Director of European Bilingual Academy School (El Salvador) Since 2018.

04

Structure and Content

The structure of the contents has been designed by the best professionals in the sector in University Teaching, with a wide trajectory and recognized prestige in the profession and with a wide command of the new methodological theories applied to teaching.





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This Postgraduate Diploma in Competency-Based Learning in the University Setting contains the most complete and updated Teachers program on the market”.

Module 1. Introduction to Teaching Skills

- 1.1. Legal Regulations for the Improvement of the Quality of Education
 - 1.1.1. Teacher Training Plans
 - 1.1.2. Quality Education Legislation
 - 1.1.3. Educational Environment Analysis
 - 1.1.4. Pedagogical Evaluation
 - 1.1.5. Indicators to Improve the Quality of a Center
- 1.2. Educational Laws in the Spanish Educational System
 - 1.2.1. Law for the Improvement of Educational Quality (LOMCE)
 - 1.2.2. Organic Education Law (LOE)
 - 1.2.3. Constitutional Organic Law on Education (LOC)
 - 1.2.4. Comparison between the Law on the Participation, Evaluation and Governance of Educational Establishments (LOPEG) and the Law on the General Organization of the Spanish Education System (LOGSE)
 - 1.2.5. Comparison between the Law on the Participation, Evaluation and Governance of Educational Establishments (LODE) and the Law on the General Organization of the Spanish Education System (LOECE)
 - 1.2.6. Spanish Education System
- 1.3. Key Skills in the Curriculum
 - 1.3.1. Analysis of the Concept of Professional Skills
 - 1.3.2. Analysis of the Concept of Teaching Skills
 - 1.3.3. Differences Between General and Transversal Skills
 - 1.3.4. Evolution of the Concept of Teaching Skills
 - 1.3.5. Elementary School Skills
 - 1.3.6. Middle/ High School Skills
- 1.4. Evaluation of Teaching Skills
 - 1.4.1. Evaluation Techniques and Tools
 - 1.4.2. Data Collection Techniques and Tools
 - 1.4.3. Teacher Evaluation Performance Templates
 - 1.4.4. Purpose and Consequences of Teacher Evaluation
 - 1.4.5. Parties Involved in Teacher Evaluation
- 1.5. Teacher Self-Evaluation
 - 1.5.1. Elements of Self-Evaluation
 - 1.5.2. Evaluation of Educational Practice




- 1.5.3. Comparison Between Different Teaching Styles
- 1.5.4. The Teacher as an Active Agent in Evaluation
- 1.5.5. Self-Evaluation and Reflection in the Improvement of Teachers' Skills
- 1.6. The Development of General Teaching Skills
 - 1.6.1. Analysis of General Teaching Skills
 - 1.6.2. Elements of General Teaching Skills
 - 1.6.3. Relevance of General Competencies
 - 1.6.4. Evolution of General Teaching Skills
- 1.7. The Development of Transversal Teaching Skills
 - 1.7.1. Analysis of Transversal Teaching Skills
 - 1.7.2. Elements of Transversal Teaching Skills
 - 1.7.3. Relevance of Transversal Skills
 - 1.7.4. Evolution of Transversal Teaching Skills
- 1.8. The role of Management in the Development of Skills
 - 1.8.1. Management as an Agent in Development
 - 1.8.2. Professional Skills in Academic Management
 - 1.8.3. Differentiation of Basic Management Styles
- 1.9. Future Perspectives of Teaching Skills
 - 1.9.1. Evolution of Teaching Skills in Higher Education
 - 1.9.2. New Teaching Skills of the Teaching Staff
 - 1.9.3. New Pedagogical Skills of the Teacher
- 1.10. Digital Skills in Teaching
 - 1.10.1. Key Skills and Digital Competence
 - 1.10.1.1. The Digital Competence Framework for Educators
 - 1.10.1.2. Definition of Digital Competence
 - 1.10.1.3. Areas and Competences
 - 1.10.1.4. Portfolio of Digital Competence for Teachers
 - 1.10.2. Digital Resources and Learning Processes
 - 1.10.2.1. Digital Resources for Use in the Classroom
 - 1.10.2.2. Digital Resources in Elementary School Education

- 1.10.2.3. Digital Resources in Middle/High School Education
- 1.10.2.4. Digital Resources in Higher Education
- 1.10.2.5. Open Digital Resources
- 1.10.3. Technological Tools in the Educational Field
 - 1.10.3.1. ICT in Education
 - 1.10.3.2. Contribution of ICT to Education
 - 1.10.3.3. Characteristics of ICT Tools
 - 1.10.3.4. Types of ICT Tools in Education
 - 1.10.3.5. Gamification in the Classroom
- 1.10.4. Transversal and Curricular Resources
 - 1.10.4.1. Digital Competency in Elementary School Education
 - 1.10.4.2. Digital Competency in Middle/High School Education
 - 1.10.4.3. Curricular Integration of ICT
 - 1.10.4.4. Classroom Planning
 - 1.10.4.5. Evaluation of the Use of ICT in the Classroom

Module 2. Skill Based Learning in the University Field

- 2.1.1. Concepts Related to Teaching: Educate- Instruct- Train
- 2.1.2. Relationship Between Learning and Teaching
- 2.1.3. Evolution of Learning from Childhood to the World of University
- 2.1.4. Different Educational Institutions
- 2.2. The Sum of Learning: Learning by Competencies
 - 2.2.1. Learning Paths
 - 2.2.1.1. 10 Types of Learning
 - 2.2.1.1.1. Implicit and Explicit Learning
 - 2.2.1.1.2. Explicit Learning
 - 2.2.1.1.3. Associative Learning
 - 2.2.1.1.4. Rote Learning
 - 2.2.1.1.5. Experience-based / Situated Learning
 - 2.2.1.1.6. Learning by Observation
 - 2.2.1.1.7. Cooperative Learning

- 2.2.1.8. Cooperative Learning
 - 2.2.1.9. Significant Learning
 - 2.2.1.10. Skill Based Learning
 - 2.3. Competences Related to Self-Learning
 - 2.3.1. Basic Skills
 - 2.3.2. Concept of Self-Learning
 - 2.3.3. Contextualization of Learning
 - 2.3.3. Self-regulated Learning
 - 2.3.3. Autonomous Learning
 - 2.4. Skill Based Learning in Different Educational Levels
 - 2.4.1. Kindergarten Skills
 - 2.4.2. Elementary School Skills
 - 2.4.3. Middle/High School Skills
 - 2.4.4. Skills for within the University Environment
 - 2.5. Skill Based Learning in Higher Education
 - 2.5.1. Characteristics of the University Student Body
 - 2.5.2. Characteristics of the University Teaching Staff
 - 2.5.3. Skills from the Syllabus
 - 2.5.4. Prerequisites for Skill Based Learning at University
 - 2.5.5. Skills and the Different University Specialties
 - 2.6. Transversality of Skills
 - 2.6.1. Resources Management
 - 2.6.2. Interpersonal Relations Management
 - 2.6.3. Information Management
 - 2.6.4. Evolution and Refreshing Knowledge in the Face of Change
 - 2.6.5. Technological Domain
 - 2.7. Implementation of Skills from the Curriculum
 - 2.7.1. Levels of Curriculum Specification
 - 2.7.2. Competencies from the Educational Administration
 - 2.7.3. Adequacy of Teaching and Curriculum Design
 - 2.7.4. Skills in Students with Functional Diversity
 - 2.8. Skills evaluation
 - 2.8.1. What and How to Evaluate Now?
 - 2.8.2. Qualification Criteria
 - 2.8.3. Evaluation of "Know How", "Know How to be", "Know How to do"
 - 2.8.4. Objective and Subjective Evaluation
 - 2.8.5. Interaction Between Skills
 - 2.9. Skills of a University Professor
 - 2.9.1. Profiles of the University Teaching Staff
 - 2.9.2. Planning the Teaching/Learning Process
 - 2.9.3. Presenting Content to the Students
 - 2.9.4. Ability to Integrate Resources Outside University
 - 2.9.5. Suitability of the Teaching Practice to Meet the Demands of the Environment
 - 2.10. Didactic Strategies for Skills Development at University
 - 2.10.1. The Field of Communication and Expression
 - 2.10.2. Relationship Between Skill and Subject
 - 2.10.3. Time Management
 - 2.10.4. Group Work and Projects
 - 2.10.5. Information Processing and Digital Technology in the University Environment
- Module 3. Innovation, Diversity and Equity in Education**
- 3.1. What Do We Mean by Educational Innovation?
 - 3.1.1. Definition
 - 3.1.2. Why is Educational Innovation Important?
 - 3.1.3. How Can We Be Innovative?
 - 3.1.4. Should We Be Innovative?
 - 3.2. Diversity, Equity and Equal Opportunity
 - 3.2.1. Definition of Concepts
 - 3.2.2. Three Essential Elements in Education
 - 3.3. Innovation and Educational Improvement
 - 3.3.1. Innovation Process
 - 3.3.2. Efficiency and Educational Improvement
 - 3.4. Innovation for Achieving Equality in Education
 - 3.4.1. How to Explain Equality
 - 3.4.2. Equality in Education: A Persistent Problem
 - 3.4.3. Factors for Achieving Equality in the Classroom: Examples in the Classroom
 - 3.5. Non-Sexist Teaching and Language
 - 3.5.1. What is Non-Sexist Language?

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- 3.5.2. What is Sexism in Language?
 - 3.5.3. What is Inclusive Language?
 - 3.5.4. Examples of Sexist and Non-Sexist Language in Education
 - 3.6. Factors that Favor and Hinder Innovation
 - 3.6.1. Factors that Favor Innovation
 - 3.6.2. Factors that Hinder Innovation
 - 3.7. Characteristics of Innovative Schools
 - 3.7.1. What is an Innovative School?
 - 3.7.2. Innovative Schools, a Different Education
 - 3.7.3. Elements of an Innovative School
 - 3.7.4. The Keys to an Innovative Classroom
 - 3.8. Process of Educational Innovation
 - 3.8.1. The 21st Century School
 - 3.9. Resources and Innovation Teaching Programs
 - 3.9.1. Distinct Innovation Programs Which Can Be Used in the Classroom
 - 3.9.2. Teaching Resources for an Innovative Classroom
 - 3.10. Emerging Fields in the Teaching
 - 3.10.1. Emerging Pedagogies
 - 3.10.2. Emerging Needs of Students
 - 3.10.3. ICT as an Emerging Resource in Teaching
 - 3.10.4. Different ICT Tools to Use in the Classroom

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An intensive and comprehensive study that will give you all the keys to incorporate Competency-Based Learning into your practice as a university teacher”.

05

Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

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 Re-learning, 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 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 abundant scientific evidence on the effectiveness of the method.

At TECH, educators will 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 enable educators to better integrate 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.



Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

This 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 is a real revolution compared to the simple study and analysis of 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology, more than 85,000 educators have been trained with unprecedented success in all specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

Re-learning 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 in an attractive and dynamic way in multimedia packages 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, international guides... in TECH's virtual library the student will have access to everything they need to complete their training.





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 & Re-testing

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Diploma in Competency-Based Learning in the University Setting guarantees, in addition to the most rigorous and updated training, access to a University Expert degree issued by TECH Technological University.



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Successfully complete this training and receive your university degree without travel or laborious paperwork”.

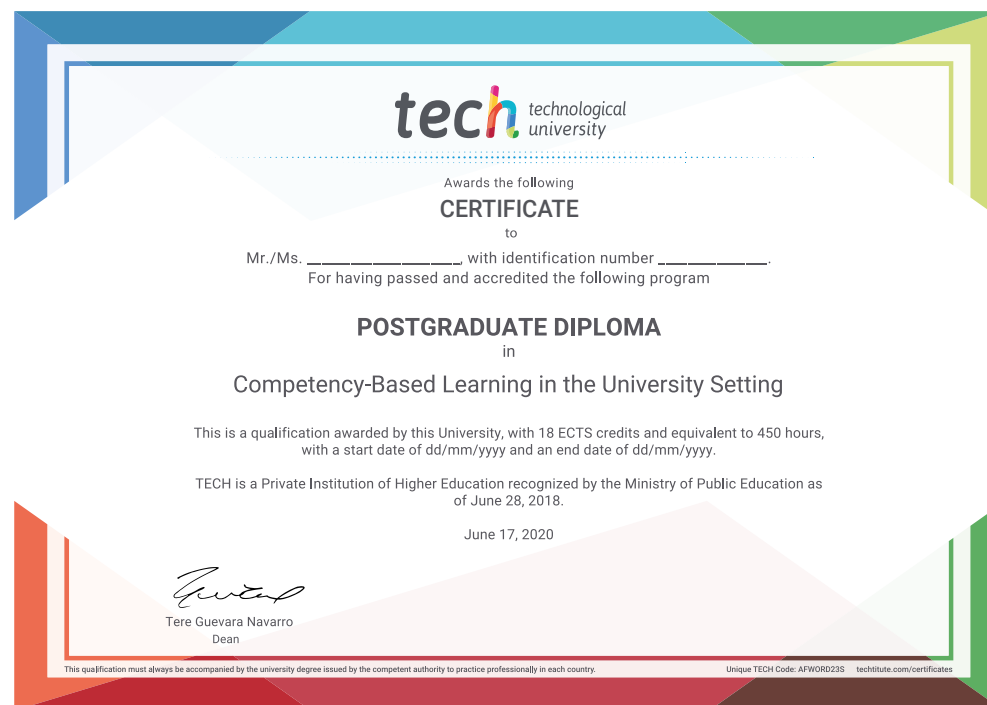
This **Postgraduate Diploma in Competency-Based Learning in the University Setting** contains the most complete and updated educational program on the market.

Once the student has passed the evaluation, he/she will receive by post, with acknowledgement of receipt, his/her corresponding **Postgraduate Diploma issued by TECH Technological University**.

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

Title: **Postgraduate Diploma in Competency-Based Learning in the University Setting**

Official Number of Hours: **450**



*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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