

# Postgraduate Diploma Educational Guidance





## Postgraduate Diploma Educational Guidance

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-guidance](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-guidance)

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# 01

# Introduction

The role of Educational Guidance is key in the development of people in the educational environment and in personal self-development. This is why it is necessary for professionals to have the necessary tools and techniques to be able to carry out this function, taking into account the specific characteristics of each student. In this sense, TECH provides with this 100% online program an advanced syllabus with a theoretical-practical perspective of guidance processes and psycho-pedagogical counseling. All this, moreover, in only 6 months and with the most innovative multimedia content that can be accessed at any time of the day, from an electronic device with an Internet connection.





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*This 100% online Postgraduate Diploma will allow you to grow professionally as an educational counselor, applying the most effective psycho-pedagogical counseling strategies"*



The subject taught by a teacher is as relevant as the Educational Guidance given by the educational centers to the students, given the importance it has for the person from the educational and personal point of view. This is why it is necessary for professionals to have sufficient competencies and skills to be able to intervene in various emotional processes, vocational guidance, or psycho-pedagogical counseling with the teachers themselves.

Given this reality, it is undeniable that specialists must have a deep and up-to-date knowledge in this field, according to the current context of education and students. That is why TECH offers this Postgraduate Diploma in Educational Guidance, taught exclusively online.

This is a program with a theoretical-practical approach, which will lead the specialist to delve into the different areas of Educational Guidance and psycho-pedagogical counseling, the performance of these functions with high school students with special educational needs, or research and innovation in this field. For this purpose, this educational institution provides the high school students with pedagogical tools that can be easily accessed 24 hours a day, 7 days a week.

In addition, thanks to the Relearning method, the graduate will be able to advance naturally through the syllabus, consolidate the concepts addressed in a much simpler way, considerably reducing the hours of study and memorization.

The professionals have a unique opportunity to progress in their sector through a program that is fully compatible with the most demanding responsibilities. The high school students will not only be able to consult the program content whenever they wish, but also have the possibility of distributing the teaching load according to their needs.

This **Postgraduate Diploma in Educational Guidance** 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 Education and Educational Guidance
- ♦ 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



*Access to key information for psycho-pedagogical guidance for students with special educational needs"*

“

*Enroll now in a program that will take you in just 6 months to perfect your skills as an educational counselor in the main educational centers”*

*This program offers you an advanced syllabus on strategies and resources for the assessment of innovation and educational improvement projects.*

*You are in front of a 100% online university program that is 100% compatible with the most demanding responsibilities.*

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

The objective of this Postgraduate Diploma is to ensure that, upon completion, students will be able to apply psycho-pedagogical diagnostic techniques and tools, therefore, be able to work collaboratively with other teachers and members of the school community. For this purpose, TECH offers attractive and innovative teaching resources with which you can learn more about this subject, at any time of the day and from an electronic device with an Internet connection.





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*Develop your skills as an educational counselor through a program in which you will find all the pedagogical resources you need”*



## General Objectives

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- ♦ Introduce students to the world of teaching, from a global perspective in order to prepare them for their future employment
- ♦ 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



*You will achieve your goals thanks to the tools TECH offers you and you will be accompanied along the way by the best professionals"*





## Specific Objectives

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### **Module 1. The Fields of Educational Guidance and Psycho-Pedagogical Counseling**

- ♦ Provide orientation tools for students who are promoted from Pre-School to Primary School and from Primary School to High School
- ♦ Provide tools for vocational guidance to students who finish High School and enter post-compulsory studies

### **Module 2. The Process of Educational Guidance and Psycho-Pedagogical Counseling**

- ♦ Show the processes of Educational Guidance and psycho-pedagogical counseling in the educational system
- ♦ Know the areas and strategies of psycho-pedagogical counseling
- ♦ Expose techniques and instruments of psycho-pedagogical diagnosis

### **Module 3. Inclusive Education and Attention to Diversity**

- ♦ Explain the collaborative work of the counselor with teachers and members of the school community
- ♦ Identify the models of psycho-pedagogical intervention in guidance
- ♦ Provide tools for educational and professional orientation
- ♦ Provide tools for the prevention of violence and bullying in schools

### **Module 4. The Educational Research and Innovation and Change Management**

- ♦ Present the strategies and the script for conducting the psycho-pedagogical evaluation
- ♦ Show a historical approach to diversity and education
- ♦ Comment on the principles of prevention



# 03

## Course Management

The professional who enters this program has an excellent team of teachers with extensive experience and training in the field of education and guidance for high school students. In this way, TECH ensures that the high school students receive first-class learning from real experts in this field. In addition, thanks to their human quality and closeness, you will be able to solve any doubt you may have about the syllabus of this Postgraduate Diploma.



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*You will be able to solve any doubts you may have about the syllabus from real experts in Educational Guidance"*



## 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 syllabus of this university program has been designed to provide the professional with the most relevant and current information on Educational Guidance and psychopedagogical counseling. All this, through advanced material that will allow you to face the new challenges of this specialty. In addition, you will have a Relearning system, which will lead you to advance through the syllabus in a much more natural and progressive way, therefore consolidating the concepts addressed in this Postgraduate Diploma.



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*A syllabus that will take you through 6 months of the main novelties in Educational Guidance and psycho-pedagogical counseling"*

## Module 1. The Fields of Educational Guidance and Psycho-Pedagogical Counseling

- 1.1. General Conceptualization of Educational Guidance
  - 1.1.1. What Is Educational Guidance?
  - 1.1.2. Review of the Main Milestones of Educational Guidance in Legislation
- 1.2. Vocational and Professional Guidance within the Functions of School Guidance
  - 1.2.1. Academic and Vocational Fields: A Continuum Throughout Schooling
  - 1.2.2. Fundamental Principles in Academic and Career Guidance
  - 1.2.3. Roles of the School Counselor related to Vocational and Professional Guidance
  - 1.2.4. Educational and Professional Guidance Planning
  - 1.2.5. Intervention Strategies in Educational and Professional Guidance
  - 1.2.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
  - 1.2.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
  - 1.2.8. Guidance Counseling as a Vocational Counseling Report
  - 1.2.9. Other Functions of the School Counselor
  - 1.2.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance
- 1.3. Organizational Structures of Guidance in Schools
  - 1.3.1. Main Organizational Structures of School Guidance
  - 1.3.2. Organization of School Guidance in Early Childhood Education
  - 1.3.3. Organization of School Guidance in Pre-School Education
  - 1.3.4. Organization of School Guidance in Primary Education
  - 1.3.5. Organization of School Guidance in Vocational Training
  - 1.3.6. Organization of Educational Guidance in University Education
  - 1.3.7. Organization of Educational Guidance in Adult Education Centers
  - 1.3.8. Organization of Educational Guidance in Special Education
  - 1.3.9. Organization of School Guidance in Special Education Centers and Occupational Training Centers
  - 1.3.10. Organization of Counseling





- 1.4. Tutorial Action
  - 1.4.1. Tutor's Work
  - 1.4.2. Tutor Difficulties
- 1.5. Main Social and Personal Situations that Have an Impact on School Coexistence
  - 1.5.1. Students in a Socio-Educationally Disadvantaged Situation
  - 1.5.2. The Cultural Diversity in the Education Center
  - 1.5.3. Bullying Situations in the Educational Center
- 1.6. Resources and Strategies for the Management of Coexistence at the Educational Center
  - 1.6.1. Coexistence Regulation in the Educational Center
  - 1.6.2. School Mediation Programs
- 1.7. Educational Guidance for the Promotion and Transition of School Stages
  - 1.7.1. Orientation for Students Who are Promoted from Pre-School to Primary School
  - 1.7.2. Orientation for Students Who are Promoted from Primary School to High School
- 1.8. Vocational Orientation Prevention and Intervention Measures to Prevent School Failure or Dropout
  - 1.8.1. Vocational Guidance to Students Who Finish High School and Enter Post-Compulsory Studies
  - 1.8.2. Prevention and Intervention Measures to Prevent School Failure or Dropout
- 1.9. Career Guidance and Job Placement
  - 1.9.1. Academic and Vocational Guidance Plans
  - 1.9.2. Vocational Assessment and Counseling of Students
- 1.10. Some Projects and Experiences of Guidance and ICT
  - 1.10.1. HOLA Project (Tool for Professional Guidance in Asturias) BORRAR
  - 1.10.2. "My Vocational e-Portfolio" (MYVIP)
  - 1.10.3. MyWayPass: Free Online Platforms for Decision-Making
  - 1.10.4. Uveni. Guidance Platform for High School Education
  - 1.10.5. At the Ring of a Bell
  - 1.10.6. Socio-school
  - 1.10.7. Orientaline
  - 1.10.8. Virtual Student Lounge

## Module 2. The Process of Educational Guidance and Psycho-Pedagogical Counseling

- 2.1. Processes of Educational Guidance and Psycho-Pedagogical Counseling in the Educational System Areas and Strategies of Psycho-Pedagogical Counseling
  - 2.1.1. Educational Guidance Services: Organization and Operation
  - 2.1.2. The Educational Guidance Teams
  - 2.1.3. The Guidance Departments
  - 2.1.4. Intervention Plans
  - 2.1.5. Institutional Analysis of Educational Centers and Related Systems
- 2.2. Advice on the Design and Development of Intervention Plans
  - 2.2.1. Educational Guidance Counseling: Models and Strategies
  - 2.2.2. Types of Claims
  - 2.2.3. Design, Development and Evaluation of Intervention Plans/Programs
- 2.3. Regulation of Psycho-Pedagogical Counseling in the Educational System
  - 2.3.1. Processes of Educational Guidance and Psycho-Pedagogical Counseling in the Legislative Field
  - 2.3.2. Regulatory
- 2.4. Coordination with External Structures and Agents
  - 2.4.1. Coordination of Orientation Services
  - 2.4.2. Coordination Programs
  - 2.4.3. The Counselor as Facilitator and Coordinator
- 2.5. The Intersectoral and Community Approach to Psycho-Pedagogical Counseling
  - 2.5.1. Coordination and Collaboration Actions of the Guidance Department
  - 2.5.2. Resources, Tools and Materials in the Guidance and Counseling Process
- 2.6. Psychopedagogical Evaluation Techniques and Tools
  - 2.6.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
  - 2.6.2. Qualitative Assessment Techniques and Instruments
  - 2.6.3. Quantitative Evaluation Techniques and Instruments

- 2.7. Collaborative Work in the Educational Community Guidance and Counseling in Preventive and Socio-Community Programs
  - 2.7.1. The Guidance Counselor: Collaborative Work with Teachers and Members of the School Community
  - 2.7.2. Communication and Group Management Skills
  - 2.7.3. Group Intervention
  - 2.7.4. Prevention in Guidance
  - 2.7.5. Comprehensive and Community-Based Preventive Programs
- 2.8. Models of Psycho-Pedagogical Intervention in Guidance Behavioral-Cognitive Model and Systemic Model of Educational Guidance
  - 2.8.1. Counseling Model
  - 2.8.2. Program Model
  - 2.8.3. Constructivist-Educational Model
  - 2.8.4. Approach to the Concept of Behavior Modification
  - 2.8.5. Behavior Modification Program
  - 2.8.6. Behavioral Techniques
  - 2.8.7. Cognitive Techniques
  - 2.8.8. Conceptualization of the Systemic Model
  - 2.8.9. Intervention Plan
  - 2.8.10. Techniques and Strategies
- 2.9. Psychopedagogical Evaluation: Function and Nature
  - 2.9.1. Concept, Purpose, and Context
  - 2.9.2. Concept of Psychopedagogical Assessment
  - 2.9.3. Purpose of the Psychopedagogical Assessment
  - 2.9.4. Context of the Evaluation
- 2.10. Counseling Process: Educational-Professional Guidance Counseling for the Improvement of Coexistence and the Climate of the Center
  - 2.10.1. Vocational Guidance as a Concept
  - 2.10.2. Intervention in Educational-Professional Guidance
  - 2.10.3. The Orientation Council
  - 2.10.4. Guidance in Relation to the Improvement of Coexistence
  - 2.10.5. Family-School Collaboration through Guidance and Psycho-Pedagogical Counseling
  - 2.10.6. Prevention of Violence and Bullying

### Module 3. Inclusive Education and Attention to Diversity

- 3.1. Historical and Teacher Education Evolution
  - 3.1.1. The Old Paradigm: "Normal Schools"
  - 3.1.2. What Do We Mean by Normal Schools?
  - 3.1.3. Main Characteristics of Normal Schools
  - 3.1.4. The Moyano Law
- 3.2. Principles of Prevention: Primary School, High School School and Tertiary Prevention
  - 3.2.1. Conceptualization of Prevention: Types of Prevention
  - 3.2.2. Current Situation of Prevention
- 3.3. Models of Educational Intervention
  - 3.3.1. Direct Intervention
  - 3.3.2. Indirect Intervention
- 3.4. Quantitative and Qualitative Techniques
  - 3.4.1. Use of Surveys and Observation
  - 3.4.2. Use of Questionnaires and Tests
- 3.5. Attention to Specific Educational Support Needs Associated with Disability, Mathematics and Learning Difficulties: Reading and Writing
  - 3.5.1. From Educational Needs to Activity and Participation Barriers
  - 3.5.2. Educational Guidance in the Face of Intervention Demands
  - 3.5.3. Conceptualization (Learning Difficulties: Reading and Writing)
  - 3.5.4. Assessment and Intervention in the Reading and Writing Module
  - 3.5.5. Tasks for Educational Care
  - 3.5.6. Conceptualization (Learning Difficulties: Mathematics)
  - 3.5.7. Resolution of Problematic Situation
  - 3.5.8. The Role of the Counselor in the Identification of Difficulties
- 3.6. Giftedness and High Abilities
  - 3.6.1. Symptomatology and Consequences of Giftedness and High Abilities
  - 3.6.2. Curricular Adaptation to Giftedness and High Abilities
- 3.7. Attention to Diversity and Multiculturalism
  - 3.7.1. The Reality of Diversity
  - 3.7.2. The Reality of Multiculturalism
- 3.8. Psychopedagogical Evaluation Strategies
  - 3.8.1. Psychopedagogical Evaluation Process
  - 3.8.2. Psycho-Pedagogical Evaluation and Counseling in the Educational Response

- 3.9. Guidance and Tutorial Action Plan
  - 3.9.1. Content of the Guidance and Tutorial Action Plan
  - 3.9.2. Oriented Modeling of the Guidance and Tutorial Action Plan
- 3.10. Teacher Training for Inclusive Schools
  - 3.10.1. Previous Aspects to Consider
  - 3.10.2. Basis and Purpose
  - 3.10.3. Essential Elements of the Initial Training
  - 3.10.4. Main Theories and Models
  - 3.10.5. Criteria for the Design and Development of Teacher Education
  - 3.10.6. Continuing education
  - 3.10.7. Profile of the Teaching Professional
  - 3.10.8. Teaching Expertise in Inclusive Education
  - 3.10.9. The Support Teacher Functions
  - 3.10.10. Emotional Skills

#### **Module 4. The Educational Research and Innovation and Change Management**

- 4.1. School Improvement as a Goal of Educational Guidance
  - 4.1.1. Educational Guidance in the New Scenarios of the Current Context
  - 4.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
  - 4.1.3. Epistemological Referents for Innovation and Research: Educational Paradigms
  - 4.1.4. The change in the Educational Paradigm as a Challenge to Rethink the Contribution of Educational Counseling
- 4.2. Areas of Innovation and Challenges for Educational Intervention
  - 4.2.1. Areas of Innovation in the Educational Context
  - 4.2.2. The Obstacles and Challenges of Innovation in the Educational Context
  - 4.2.3. The binomial for Educational Improvement: Research and Innovation
  - 4.2.4. Current Possibilities and Challenges for an Innovative Educational Intervention.
- 4.3. Change Management for Educational Improvement
  - 4.3.1. Educational Innovation: Change Management for Improvement
  - 4.3.2. Process Models to Generate Educational Innovation
  - 4.3.3. Educational Centers as a Learning Organization
  - 4.3.4. The Specific Contribution of the Educational Organization in the Definition of Educational Innovation and Intervention Strategies

- 4.4. Design, Planning, Development and Evaluation of Intervention Projects for Educational Innovation and Improvement
  - 4.4.1. Counseling: an Instrument of Guidance for Educational Improvement
  - 4.4.2. Components for the Design of an Intervention Project for Educational Improvement
  - 4.4.3. Planning of an Intervention Project for Educational Improvement (Phases)
  - 4.4.4. Development of an Intervention Project for Educational Improvement (Agents, Roles and Resources)
  - 4.4.5. Strategies and Resources for the Assessment of Educational Innovation and Improvement Projects
  - 4.4.6. The Search for Best Practices
  - 4.4.7. Monitoring and Evaluation of "Best Practices" for Educational Improvement
  - 4.4.8. Case Study: Analysis of a Model for Evaluating Educational Innovations
- 4.5. Digital Literacy and Socio-Community Educational Innovation
  - 4.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
  - 4.5.2. Web 2.0 Metaphors and their Implications for Educational Guidance
  - 4.5.3. Good Practices in the Innovative Use of Technological Resources
  - 4.5.4. The Possibilities and Challenges of Educational Guidance in the Digital Society
  - 4.5.5. The Socio-Educational Context as a Field of Innovation for Educational Guidance
  - 4.5.6. Networking and the Construction of a Common Outlook
  - 4.5.7. From the Educational Center to the Educating Community: Educating Cities
  - 4.5.8. From the Classroom to the Community: the Richness of Service-Learning
- 4.6. Pedagogical Innovation and Guidance in the Classroom: Improving Learning and Assessment as a Shared Challenge
  - 4.6.1. Shared Teaching as a Strategy for Learning Improvement
  - 4.6.2. Resources to Promote Shared Teaching Development
  - 4.6.3. Types of Shared Teaching
  - 4.6.4. Advising, Accompanying and Evaluating Shared Teaching Processes
  - 4.6.5. Evaluation as a Learning Opportunity
  - 4.6.6. Characteristics of Innovative Evaluation
  - 4.6.7. The Dimensions of Evaluation: the Ethical and the Technical-Methodological Question

- 4.7. Pedagogical Innovation and Guidance in the Classroom: Strategies to Orient Assessment towards Learning
  - 4.7.1. Collaboration with Faculty to Develop Learning-Oriented Assessment
  - 4.7.2. Quality Criteria for Developing a Learning-Oriented Evaluation Process
  - 4.7.3. How to Guide Evaluation Results to Support Learning
- 4.8. From Educational Research in the Digital Society to Classroom Research: Improving the Teaching-Learning Process
  - 4.8.1. The Own Nature of Educational Research
  - 4.8.2. The Research Process and the Educational Counseling as Researcher's Viewpoint
  - 4.8.3. Educational Research in the Current Context
  - 4.8.4. Technological Tools for the Development of Educational Research
  - 4.8.5. Educational Research Functions
  - 4.8.6. From Educational Research to Research in the Classroom
  - 4.8.7. Classroom Research and Professional Development
  - 4.8.8. Ethical Considerations for the Development of Educational Research
- 4.9. Internal Evaluation of Educational Guidance Teams The Current Challenges of Educational Guidance and the Deontological Framework for the Practice of the Profession
  - 4.9.1. Educational Improvement Makes It Essential to Evaluate Teachers and Educational Guidance Teams
  - 4.9.2. The Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
  - 4.9.3. Internal Evaluation of Educational Guidance Teams and Guidance Departments
  - 4.9.4. Educational Guidance Challenges for the 21st Century
  - 4.9.5. Deontological Framework for Teaching Practice





- 4.10. Learning and Professional Development of Educational Change Agents
  - 4.10.1. From the Transmitter School to the Creative, Collaborative and Critical School: Being an Agent for the Change of Model
  - 4.10.2. Opportunities for the Professional Development of all Educational Agents
  - 4.10.3. From Collective Learning to the Professional Development of Teachers: the Contribution of the Educational Counselor
  - 4.10.4. Spaces for Meeting and Professional Learning: Congresses, Innovation Conferences, Professional Networks, Communities of Practice, MOOC



*Get an insight into the challenges of Educational Guidance for the 21st century with this Postgraduate Diploma"*



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.*

“

*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

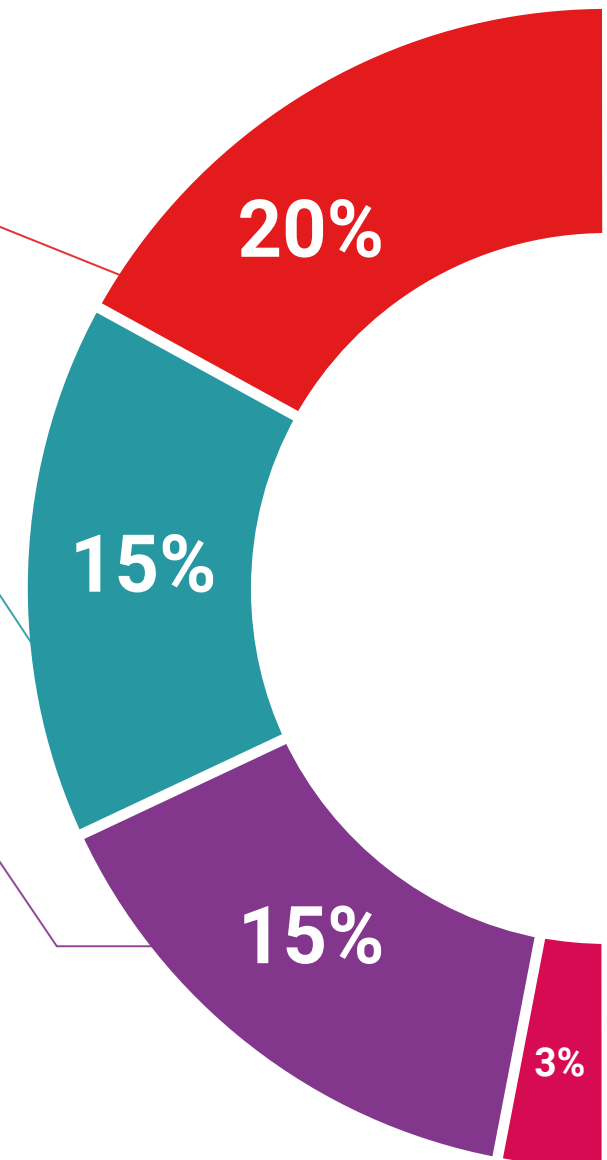
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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







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*Successfully complete this program  
and receive your university qualification  
without having to travel or fill out  
laborious paperwork”*



This program will allow you to obtain your **Postgraduate Diploma in Educational Guidance** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

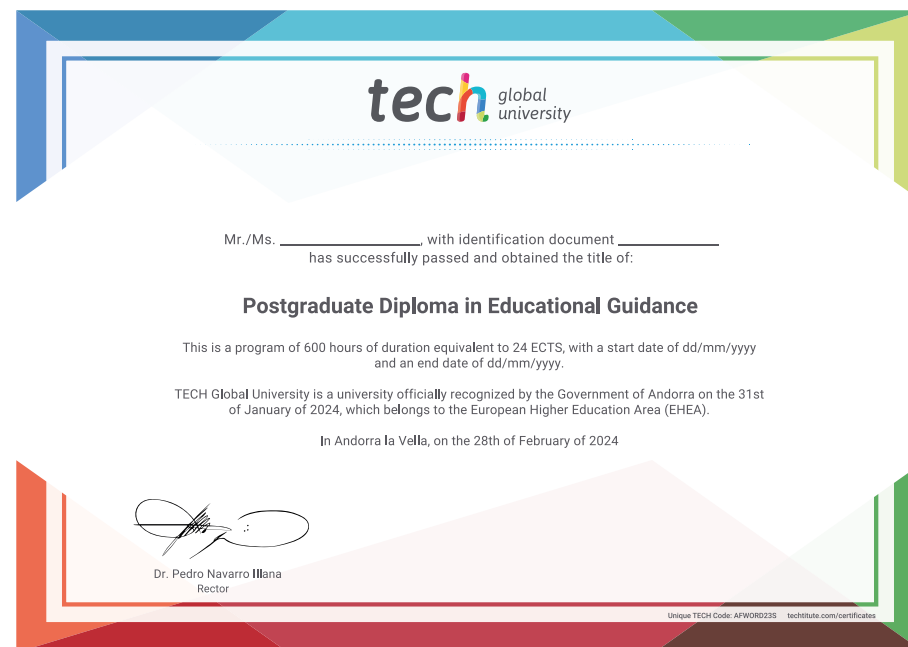
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Guidance**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



## Postgraduate Diploma Educational Guidance

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma Educational Guidance