

Postgraduate Diploma

Educational Quality





Postgraduate Diploma Educational Quality

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

Website: www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-educational-quality

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01

Introduction

The legislation applicable in the educational field aims at implementing systems that promote the highest quality standards in centers and organizations. Its knowledge is essential to intervene with confidence in this field, because it determines the ways of acting in each of the areas of work. The aim of this program is to offer the professional a complete knowledge and understanding of educational legislation so that they can take advantage of the protection and development tools it can offer, moving with confidence in this legal framework. In addition, this process will allow us to learn about the different quality policies applicable to education, learning how to develop an efficient and adequate plan for any project or institution.





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Acquire the most up-to-date knowledge regarding the development and application of an efficient quality policy in educational institutions with this high-intensity educational program"

Education is a field that develops in parallel to the social environments in which it is located, being determined by the general political guidelines of each place. Educational laws determine differently the ways of proceeding and decide the applicable regulations.

In this Postgraduate Diploma, the educational models of different countries and regions are reviewed in order to acquire a global vision of what is being done in other parts of the world. This knowledge is the basis for acquiring a broad vision and a more adjusted criteria of the evolution and success or failure of the different ways of acting.

This spectrum of ideas will be the basis of a development that will continue with the study and analysis of legislation and the legal regime of our educational organizations.

Through this journey, the professional will be able to understand the reason for the rule, what it entails and what advantages and disadvantages are associated with it. As a more practical objective, this Postgraduate Diploma aims to provide students with the ability to develop and assess quality policies in educational organizations.

This tool is of maximum interest to any professional because it materializes in a practical way, the intentions of development, improvement and improvement of educational plans and the intervention of any center or institution.

This **Postgraduate Diploma in Educational Quality** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of practical cases presented by experts
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where 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



Learn how to structure information in a way that allows students to assimilate knowledge correctly"

“

An innovative learning process that will allow you to advance your skills quickly and easily”

The programs teaching team includes professionals from the sector 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 academic year. For this purpose, students will be assisted by an innovative interactive video system developed by renowned experts.

A review of the most interesting educational policies on the international scene with the essential analytical vision to convert it into improvements in your own center.

A complete and efficient Postgraduate Diploma that will teach you everything you need to know about quality policies in the educational center.



02

Objectives

This Postgraduate Diploma will take students through an intensive and comprehensive learning process that will allow them to learn in a very efficient way. In this process, the professional will be able to access the most complete knowledge regarding current educational policies and the quality policies of educational institutions.





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Achieve your professional growth and improvement goals with the support of a program created to empower the best”



General Objectives

- Study the current legislation and the legal regime applicable to educational institutions
- Learn about quality policies in educational institutions
- Learn how to assess the quality of educational institutions



A process of acquiring high-quality theoretical and practical knowledge that will allow you to take a quality step in the educational system”





Specific Objectives

Module 1. Education Policy and Comparative Education

- ♦ Study the educational models of different countries and regions
- ♦ Know the social and educational phenomena taking place in different countries
- ♦ Establish an overview of the state of the global education system and contribute to its improvement
- ♦ Analyze the functioning of certain societies and improve the quality of the current education system

Module 2. Legislation and Legal Regime of Educational Organizations

- ♦ Know the organization of the educational system
- ♦ Discover the place of the teaching profession within its field
- ♦ Manage the administrative aspects of the educational system
- ♦ Know the different educational Laws
- ♦ Learn the mandatory documents of an educational center: PEC, PGA and RRI
- ♦ Acquire the necessary tools for student organization

Module 3. Quality Policies in Education Organizations

- ♦ Understand the importance of participation in school improvement processes
- ♦ Discuss the responsibility of schools in the evaluation and improvement processes
- ♦ Broaden knowledge about the historical evolution of and approaches to school improvement and quality
- ♦ Analyze the current school context with respect to quality and improvement
- ♦ Gain a deeper understanding of the concept of quality of education from different approaches
- ♦ Reflect on the role of quality education as a contemporary international educational trend
- ♦ Analyze the role of international organizations in defining the quality of education

03

Structure and Content

All contents of this Postgraduate Diploma have been developed by the most competent professionals in this sector, with a commitment to high quality at every stage of the program. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates





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*A complete and up-to-date journey
that will allow you to get the most
knowledge in this field”*

Module 1. Education Policy and Comparative Education

- 1.1. Education and Education Policy
 - 1.1.1. Nature and Objectives of Education Policy
 - 1.1.2. Ideologies and Education
 - 1.1.3. Educational Systems and the Problem of Their Reform
- 1.2. Fundamentals of Comparative Education
 - 1.2.1. Definition of Comparative Education
 - 1.2.2. Evolution of Comparative Education
 - 1.2.3. Current Perspectives of Comparative Education
 - 1.2.4. Aims and Sources of Comparative Education
- 1.3. Comparative Research Methodology
 - 1.3.1. Definition of the Methodological Design
 - 1.3.2. Phases of a Comparative Education Research
 - 1.3.3. Research Design
 - 1.3.4. Development of the Research
- 1.4. Sources and Resources of Comparative Education
 - 1.4.1. Organization of Information in Education
 - 1.4.2. Useful Resources and Tools for Comparative Education
 - 1.4.3. Example of Comparative Study Designs
- 1.5. Education Systems in Europe
 - 1.5.1. Regulation Models
 - 1.5.2. The French School Model
 - 1.5.3. The Education System in England
 - 1.5.4. Educational Reform in Spain
- 1.6. Supranational Education Policy
 - 1.6.1. Definition and Purpose of the Study
 - 1.6.2. Contemporary Supranational Educational Policy Management
 - 1.6.3. Types and Approaches to Supranational Policies
- 1.7. International Organizations and Education
 - 1.7.1. Relevance of International Organizations in Education
 - 1.7.2. United Nations Agencies
 - 1.7.3. The World Bank

- 1.8. The Educational Policy of the European Union
 - 1.8.1. Stages of European Education Policy
 - 1.8.2. Aims of the European Education Policy
 - 1.8.3. The Future of Community Education Policy
- 1.9. International Overview of Education
 - 1.9.1. Context of Worldwide Education
 - 1.9.2. The 21st Century and Education
 - 1.9.3. Education, Sustainable Development and Peace
- 1.10. Links between Comparative Research and Educational Policy Management
 - 1.10.1. Current Context Between Comparative Research and Educational Policy Management
 - 1.10.2. Phases between Two Disciplines
 - 1.10.3. Methodology for the Comparative Study of Educational Policy Management

Module 2. Legislation and Legal Regime of Educational Organizations

- 2.1. School Organization
 - 2.1.1. Complexity of School Organization
 - 2.1.2. School Organization and Its Elements
- 2.2. Education in the Framework of the European Union
 - 2.2.1. General Concepts of the European Union and Education
 - 2.2.2. European Higher Education and Its Elements
 - 2.2.3. Other Education Systems of the European Union
- 2.3. Fundamental Aspects of Schools
 - 2.3.1. The School Calendar and Timetable
 - 2.3.2. The School Building and Classrooms
- 2.4. Other Essential Ideas about Organization in Schools
 - 2.4.1. Student Organization
 - 2.4.2. School Promotion
 - 2.4.3. Attention to Diversity
 - 2.4.4. Tutoring
 - 2.4.5. School Assessments
 - 2.4.6. Educational Environment

Module 3. Quality Policies in Education Organizations

- 3.1. The Quality of Education: Discourses, Policies and Practices
 - 3.1.1. Introduction: Quality and Education
 - 3.1.2. Educational Quality and Neoliberalism
 - 3.1.3. Educational Policy Discourses
 - 3.1.4. Right to Quality Education
- 3.2. Debates on the Quality of Education
 - 3.2.1. Introduction
 - 3.2.2. Quality and Public Schools
 - 3.2.3. Dispute on Education Quality
 - 3.2.4. Conclusions
- 3.3. Contemporary Political Discourses on the Quality of Education at the International Level
 - 3.3.1. Introduction
 - 3.3.2. Discursive Changes in Education
 - 3.3.3. Quality and Economic Development
 - 3.3.4. Concept of Human Development
 - 3.3.5. International Discourses on Educational Quality
- 3.4. Policies, Plans and Programs for the Improvement of the Quality of Education
 - 3.4.1. Concept and Background of the School Quality Improvement Movement
 - 3.4.2. Historical Evolution of School Quality
 - 3.4.3. Contributions of School Quality Improvement Policies
 - 3.4.4. Stages of the School Quality Improvement Process
- 3.5. Quality and Education Assessment Systems
 - 3.5.1. Introduction: Quality and Assessment
 - 3.5.1.1. Functions of Quality Assessment
 - 3.5.1.2. Objects of Quality Assessment
 - 3.5.1.3. Characteristics of Quality Assessment
 - 3.5.1.4. Inappropriate Use of Quality Assessment
 - 3.5.2. Quality Indicators
 - 3.5.3. Assessments at Education Centers
 - 3.5.4. Conclusions

- 3.6. Perspectives on the Assessment of Educational Quality
 - 3.6.1. Assessment as an Agent of Improvement
 - 3.6.2. Global, Integral Assessment Approach
 - 3.6.3. Potential Risks of Assessment
 - 3.6.4. Conclusions
- 3.7. Contemporary Educational Quality Improvement Practices
 - 3.7.1. Education Quality Policies in Spain
 - 3.7.2. Education Quality Policies in Ibero-America
 - 3.7.3. Educational Quality Policies in France
- 3.8. Gender Approach and Education Quality
 - 3.8.1. Gender and Education Quality
 - 3.8.2. Gender as an Element of Quality
 - 3.8.3. Conclusions
- 3.9. Citizen Focus and Education Quality
 - 3.9.1. Citizen Participation and Improvement of Education Quality
 - 3.9.2. Democracy and Quality
 - 3.9.3. Conclusions
- 3.10. University and Education Quality
 - 3.10.1. University Quality: Concept and Dimensions
 - 3.10.2. The Mass University
 - 3.10.3. Educational Stakeholders in Quality
 - 3.10.4. Research, Quality and University
 - 3.10.5. Conclusions





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Structured with the highest quality and focused on high content comprehension, this syllabus is an invaluable tool for your professional development"

04

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

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

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



Quick Action Guides

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



05

Certificate

The Postgraduate Diploma in Neuropsychological Assessment and Rehabilitation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground on the left, and another is slightly behind it on the right. The background is split into a white diagonal section at the bottom right and a red section at the top right. The quote is positioned in the white section.

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

This **Postgraduate Diploma in Educational Quality** 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 Educational Quality**

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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

tech technological
university

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