

Postgraduate Diploma

Health Processes Teacher Training in High School Education





Postgraduate Diploma

Health Processes Teacher Training in High School Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-health-processes-teacher-training-high-school-education

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01

Introduction

Healthcare-oriented professions are booming, given the recognition of the work of the specialists themselves and the relevance of the physical and mental health of the individual. This is why there is an increasing need for teaching professionals oriented to teaching lessons in this area. For this reason, TECH has created this 100% online program that provides the teacher with the most effective tools and methodologies to design, plan, and develop the subject of Healthcare Processes successfully. A program with advanced content and innovative teaching material that can be conveniently accessed 24 hours a day from any electronic device with an Internet connection.





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This 100% online Postgraduate Diploma will provide you with the necessary tools to successfully teach the subject of Health Processes in High School Education"

In recent years, professions related to the health field have been of great interest to young high school students, given the multiple job options and the social and economic recognition. For this reason, there has been an increase in the demand for teaching professionals to teach subjects directly related to auxiliary nursing care, health emergencies, pharmacy, or dietetics.

In view of this reality, teachers who teach these areas with a high scientific component must have the necessary pedagogical tools to be able to carry out first-class teaching and learning. In this line, TECH has designed this Postgraduate Diploma that delves over 6 months in the training of the Health Processes Teacher in High School Education.

This is a 100% online program that provides the future teacher with precise knowledge of the contents to be covered in specialties such as pathological anatomy and cytodiagnosis, prosthetic audiology, health documentation, and administration. All this, in addition, together with a syllabus that will lead you to delve into the methodology, learning techniques and the most innovative teaching in Health Processes.

Likewise, students taking this program will have access to multimedia material that can be easily accessed at any time of the day from a cell phone, computer or tablet with an Internet connection.

A unique opportunity to advance professionally in the teaching sector through a flexible Postgraduate Diploma, which is at the educational forefront and fully compatible with day-to-day responsibilities.

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

- ♦ The development of case studies presented by experts in teaching in High School Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Bring gamification methodology to your classroom and break with the traditional methodology for teaching health in High School Education"

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You are looking at a program of 450 hours of advanced learning that is both flexible and compatible with your daily responsibilities. Enroll now”

With this university program, you will have all the teaching resources you need to enrich your Health Processes lessons.

The multimedia pills of this program will allow you to delve into pedagogical concepts in a much more dynamic way.

The program includes in its teaching staff professionals from the sector who bring to this training the experience of their work, as well as recognized specialists from leading companies 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.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

This Postgraduate Diploma has been designed to provide the professional with the fundamental tools to be able to successfully develop a teaching program with the required content according to current regulations. For this purpose, TECH provides pedagogical tools in which it has used the latest technology applied to university education. In this way, the high school students will successfully achieve their career advancement goals.





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You will be able to take a giant step forward as a professional in the teaching of Health Processes thanks to this Postgraduate Diploma"



General Objectives

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



Apply the most effective teaching strategies in order to transfer to high school students the key knowledge in auxiliary nursing care, or health emergencies"





Specific Objectives

Module 1. Complements for the Disciplinary Training of Health Processes

- ♦ Know the syllabus related to the medium degree cycle of Technician in Nursing Assistants (TCAE)
- ♦ Manage and learn the regulations that specify the syllabus of the TCAE cycle, specifically RD 546/1995 and RD 558/1995
- ♦ Familiarize yourself with the different sections that structure the syllabus in order to be able to handle it in your future work as a teacher
- ♦ Distinguish the functions of an TCAE, differentiating the professional skills attributed to them
- ♦ Understand the different units of competence that a TCAE must acquire in order to be able to work on them in their educational work
- ♦ Understand the accomplishments of an TCAE in their professional work and know how to use their criteria as a guide for evaluation
- ♦ Identify the professional modules and their contents related to the TCAE cycle to elaborate educational materials

Module 2. Health Processes Syllabus Design

- ♦ Define the concept of syllabus
- ♦ Detail the elements that make up the syllabus
- ♦ Explain the concept of syllabus design
- ♦ Describe the levels of concreteness of the syllabus
- ♦ Explain the different models of syllabus
- ♦ Determine the aspects that should be taken into account in the elaboration of a teaching program

Module 3. Health Process Teaching

- ♦ Know the key aspects of general teaching and its characteristics
- ♦ Understand the concept, know how to define teaching and recognize the situations in which their knowledge can be useful
- ♦ Understand the role of the teacher and the learner in the teaching-learning process
- ♦ Differentiate between formal and non-formal teaching intervention areas
- ♦ Approach to learning strategies and their characteristics
- ♦ Learn examples of learning strategies and their application

03

Course Management

The professional who enters this program can count on an excellent team of teachers with extensive experience in the education sector, especially in the High School Education stage. Thanks to their knowledge of pedagogy and the latest trends in teaching methodology, students who take this Postgraduate Diploma will obtain the essential information to be able to boost their career as teachers in Health Processes.



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A team of teachers with extensive experience in the Education sector will immerse you in virtual learning environments oriented to High School Education students"

Management



Dr. Barboyón Combey, Laura

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



04

Structure and Content

The syllabus of this university program has been designed with the main objective of offering professionals an advanced knowledge of the main subject to be taught in Health Processes in High School Education. For this purpose, has an advanced syllabus on health contents governed by the current regulatory framework, the syllabus design of the subject and the most innovative teaching. All this, complemented with multimedia resources that can be accessed comfortably from any device with an Internet connection.



“

Thanks to the Relearning system, you will be able to consolidate your knowledge in a much more natural way and reduce the long hours of study. Enroll now”

Module 1. Complements for the Disciplinary Training of Health Processes

- 1.1. Technical Assistant Nursing Care Technician (LOGSE)
 - 1.1.1. Introduction
 - 1.1.2. General Competence and Professional Skills (RD 546/1995)
 - 1.1.3. Competence Units: Realizations and Criteria of Realization (RD 546/1995)
 - 1.1.4. Professional Modules: Terminal Capacities, Evaluation Criteria and Basic Contents (RD 546/1995)
 - 1.1.5. Syllabus: contents (RD 558/1995)
 - 1.1.6. Practical Activity Applied to the TCAE Cycle + Explanatory Video
- 1.2. Medium Level Health Emergency Technician
 - 1.2.1. Introduction
 - 1.2.2. General Competence, Professional, Personal, and Social Competences (RD 1397/2007).
 - 1.2.3. Professional Environment and Prospective of the Program (RD 1397/2007)
 - 1.2.4. General Objectives, Spaces and Equipment (RD 1397/2007)
 - 1.2.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 1397/2007)
 - 1.2.6. Syllabus: contents (Order ESD / 3391/2008)
 - 1.2.7. Practical Activity Applied to the TES Cycle
- 1.3. Pharmacy and Parapharmacy Technician
 - 1.3.1. Introduction
 - 1.3.2. General Competence, Professional, Personal, and Social Competences (RD 1689/2007)
 - 1.3.3. Professional Environment and Prospective of the Program (RD 1689/2007)
 - 1.3.4. General Objectives, Spaces and Equipment (RD 1689/2007)
 - 1.3.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 1689/2007)
 - 1.3.6. Syllabus: contents (Order EDU / 2184/2009)
 - 1.3.7. Practical Activity Applied to the TFP Cycle
- 1.4. Senior Technician in Pathological Anatomy and Cytodiagnosis
 - 1.4.1. Introduction
 - 1.4.2. General Competence, Professional, Personal, and Social Competences (RD 767/2014)
 - 1.4.3. Professional Environment and Prospective of the Program (RD 767/2014)
 - 1.4.4. General Objectives, Spaces and Equipment (RD 767/2014)
 - 1.4.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 767/2014)
 - 1.4.6. Syllabus: contents (Order ECD / 1526/2015)
 - 1.4.7. Practical Activity Applied to the APC Cycle + Explanatory Video
- 1.5. Senior Technician in Prosthetic Audiology
 - 1.5.1. Introduction
 - 1.5.2. General Competence, Professional, Personal, and Social Competences (RD 1685/2007)
 - 1.5.3. Professional Environment and Prospective of the Program (RD 1685/2007)
 - 1.5.4. General Objectives, Spaces and Equipment (RD 1685/2007)
 - 1.5.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 1685/2007)
 - 1.5.6. Syllabus: contents (Order EDU / 2217/2008)
 - 1.5.7. Practical Activity Applied to the TES Cycle
- 1.6. Senior Technician in Dietetics
 - 1.6.1. Introduction
 - 1.6.2. General Competence and Professional Skills (RD 536/1995)
 - 1.6.3. Competence Units: Realizations and Criteria of Realization (RD 536/1995)
 - 1.6.4. Professional Modules: Terminal Capacities, Evaluation Criteria and Basic Contents (RD 536/1995)
 - 1.6.5. Syllabus: contents (RD 548/1995)
 - 1.6.6. Practical Activity Applied to the TES Cycle
- 1.7. Senior Technician in Health Documentation and Administration
 - 1.7.1. Introduction
 - 1.7.2. General Competence, Professional, Personal, and Social Competences (RD 768/2014)
 - 1.7.3. Professional Environment and Prospective of the Program (RD 768/2014)
 - 1.7.4. General Objectives, Spaces and Equipment (RD 768/2014)



- 1.7.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 768/2014)
- 1.7.6. Syllabus: contents (Order EDC / 1530/2015)
- 1.7.7. Practical Activity Applied to the DAS Cycle + Explanatory Video
- 1.8. Senior Technician in Oral Hygiene
 - 1.8.1. Introduction
 - 1.8.2. General Competence, Professional, Personal, and Social Competences (RD 769/2014)
 - 1.8.3. Professional Environment and Prospective of the Program (RD 769/2014)
 - 1.8.4. General Objectives, Spaces and Equipment (RD 769/2014)
 - 1.8.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 769/2014)
 - 1.8.6. Syllabus: contents (Order ECD / 1539/2015)
 - 1.8.7. Practical Activity Applied to the TSHB Cycle
- 1.9. Senior Technician in Diagnostic Imaging and Nuclear Medicine
 - 1.9.1. Presentation of the Subject
 - 1.9.2. General Competence, Professional, Personal, and Social Competences (RD 770/2014)
 - 1.9.3. Professional Environment and Prospective of the Program (RD 770/2014)
 - 1.9.4. General Objectives, Spaces and Equipment (RD 770/2014)
 - 1.9.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 770/2014)
 - 1.9.6. Syllabus: contents (Order ECD / 1540/2015)
 - 1.9.7. Practical Activity Applied to the IPDMN Cycle
- 1.10. Senior Technician in Clinical and Biomedical Laboratory
 - 1.10.1. Introduction
 - 1.10.2. General Competence, Professional, Personal, and Social Competences (RD 771/2014)
 - 1.10.3. Professional Environment and Prospective of the Program (RD 771/2014)
 - 1.10.4. General Objectives, Spaces and Equipment (RD 771/2014)

- 1.10.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 771/2014)
- 1.10.6. Syllabus: contents (Order ECD / 1541/2015)
- 1.10.7. Practical Activity Applied to the LCB Cycle
- 1.11. Senior Technician in Orthoprosthesis and Support Products
 - 1.11.1. Introduction
 - 1.11.2. General Competence, Professional, Personal, and Social Competences (RD 905/2013)
 - 1.11.3. Professional Environment and Prospective of the Program (RD 905/2013)
 - 1.11.4. General Objectives, Spaces and Equipment (RD 905/2013)
 - 1.11.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 905/2013)
 - 1.11.6. Syllabus: contents (Order ECD / 1544/2015)
 - 1.11.7. Practical Activity Applied to the OPA Cycle
- 1.12. Senior Technician in Dental Prosthesis
 - 1.12.1. Introduction
 - 1.12.2. General Competence, Professional, Personal, and Social Competences (RD 1687/2011)
 - 1.12.3. Professional Environment and Prospective of the Program (RD 1687/2011)
 - 1.12.4. General Objectives, Spaces and Equipment (RD 1687/2011)
 - 1.12.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 1687/2011)
 - 1.12.6. Syllabus: contents (Order ECD / 109/2013)
 - 1.12.7. Practical Activity Applied to the TSPD Cycle
- 1.13. Senior Technician in Radiotherapy and Dosimetry
 - 1.13.1. Introduction
 - 1.13.2. General Competence, Professional, Personal, and Social Competences (RD 772/2014).
 - 1.13.3. Professional Environment and Prospective of the Program (RD 772/2014)
 - 1.13.4. General Objectives, Spaces and Equipment (RD 772/2014)
 - 1.13.5. Professional Modules: Learning Outcomes, Evaluation Criteria, Duration, Basic Contents, and Pedagogical Guidelines (RD 772/2014)
 - 1.13.6. Syllabus: contents (Order ECD / 1546/2015)
 - 1.13.7. Practical Activity Applied to the RTD Cycle

Module 2. Health Processes Syllabus Design

- 2.1. Introduction to Syllabus Design
 - 2.1.1. Introduction
 - 2.1.2. School Syllabus: Concept and Components
 - 2.1.3. Distribution of Competences Levels of Curricular Concreteness
 - 2.1.4. Syllabus Design: Concept
 - 2.1.5. Programming, Didactic Programming and Didactic Units
 - 2.1.6. Syllabus Model
- 2.2. Educational Regulations
 - 2.2.1. Introduction
 - 2.2.2. State Legislation: Educational Laws and Syllabus Regulations
 - 2.2.3. Regional Syllabus Legislation
 - 2.2.4. Main State Regulations on Vocational Training
- 2.3. The Spanish Education System Teaching Levels and Modalities
 - 2.3.1. Introduction and Objectives
 - 2.3.2. Education System and School System
 - 2.3.3. Factors and Elements of the Educational System
 - 2.3.4. General Characteristics of the Spain Educational System
 - 2.3.5. Structure of the Educational System in Spain
 - 2.3.6. Early Childhood Education
 - 2.3.7. Primary Education
 - 2.3.8. Compulsory High School Education
 - 2.3.9. High School
 - 2.3.10. Special Regime Education
 - 2.3.11. Adult Education
- 2.4. General Information on Vocational Training
 - 2.4.1. Introduction and Objectives
 - 2.4.2. General Principles of Vocational Training
 - 2.4.3. General Objectives of Vocational Training
 - 2.4.4. Vocational Training Programs
 - 2.4.5. Access to the Different Levels of Vocational Training
 - 2.4.6. Types of Professional Modules
 - 2.4.7. Evaluation in Vocational Training

- 2.5. Didactic Programming in Vocational Training I
 - 2.5.1. Introduction and Objectives
 - 2.5.2. Educational Programming
 - 2.5.3. Elements of Educational Programming in Training
 - 2.5.4. Communication Management
 - 2.5.5. Justification
 - 2.5.6. Context
- 2.6. Programming Training in Vocational Training II
 - 2.6.1. Objectives
 - 2.6.2. Competencies
 - 2.6.3. Contents
 - 2.6.4. Methodology
 - 2.6.5. Assessment
 - 2.6.6. Evaluation of the Teaching-Learning Process
 - 2.6.7. Attention to Diversity
- 2.7. Work Unit in Vocational Training I
 - 2.7.1. Introduction and Objectives
 - 2.7.2. Work Unit
 - 2.7.3. Elements of Work Unit
 - 2.7.4. Justification
 - 2.7.5. Learning Results
- 2.8. Work Unit in Vocational Training II
 - 2.8.1. Teaching Objectives
 - 2.8.2. Competencies
 - 2.8.3. Contents
 - 2.8.4. Methodology
 - 2.8.5. Timing
 - 2.8.6. Activities
 - 2.8.7. Resources
 - 2.8.8. Assessment
 - 2.8.9. Considerations for Specifying Teaching Practice in Didactic Programs and Work Units

- 2.9. Other Aspects of Vocational Training
 - 2.9.1. Introduction and Objectives
 - 2.9.2. Vocational Training in Distance
 - 2.9.3. Dual Professional Formation
 - 2.9.4. Key Competencies
- 2.10. Elements of Didactic Programming in ESO, High School, and its Differences with Vocational Training
 - 2.10.1. Introduction and Objectives
 - 2.10.2. Teaching Programming in ESO/ High School
 - 2.10.3. Differences of Teaching Programming from ESO, High School with Vocational Training

Module 3. Health Process Teaching

- 3.1. General Teaching and Learning Theories
 - 3.1.1. Teaching Communication
 - 3.1.2. Teaching Planning
- 3.2. The Teaching Role in Vocational Education Analysis of the Student's Reality
 - 3.2.1. Education and Teachers after the Meteorite
 - 3.2.2. Decalogue of Post-Digital Learning
 - 3.2.3. Exciting Teachers and Stimulating Learning Environments
 - 3.2.4. Five Dimensions of Expert Teachers
 - 3.2.5. The New Roles of the Teacher
 - 3.2.6. The Role of the Student
 - 3.2.7. How Do Students Learn?
 - 3.2.8. Learning Styles
 - 3.2.9. Metacognition
- 3.3. Learning Theories
 - 3.3.1. Introduction
 - 3.3.2. Learning Theories
 - 3.3.3. Implicit Theories
 - 3.3.4. Implicit Theories in Vocational and Education Training
 - 3.3.5. The Dual Vocational Training Model
 - 3.3.6. Bloom's Taxonomy and the SAMR Model

- 3.4. Instructional Design
 - 3.4.1. Introduction
 - 3.4.2. Instructional Design
 - 3.4.3. Analysis
 - 3.4.4. Design
 - 3.4.5. Development
 - 3.4.6. Implementation
 - 3.4.7. Assessment
 - 3.4.8. The Instructional Designer
- 3.5. Teaching Strategies TIC, Bloom's Taxonomy, and Methodological Change
 - 3.5.1. Introduction
 - 3.5.2. The TIC are Changing the Teaching Strategies
 - 3.5.3. Teaching Didactic Strategies with TIC
 - 3.5.4. TIC Strategies and Resources Associated to Bloom's Taxonomy.
 - 3.5.5. The Methodological Change Invited by Technology
 - 3.5.6. Gamification
 - 3.5.7. Flipped Classroom
 - 3.5.8. Project-Based Learning (PBL)
- 3.6. Teaching- Learning Activities
 - 3.6.1. Introduction
 - 3.6.2. Towards Personalized Teaching
 - 3.6.3. Learning Situations in Personalized Plan
 - 3.6.4. Techniques that Favor Personalized Teaching
 - 3.6.5. Personalized Programming of the Teaching-Learning Process
 - 3.6.6. Guide to Self-Employment
 - 3.6.7. Design of Activities
 - 3.6.8. Activities
- 3.7. Teaching Resources: Selection and Classification
 - 3.7.1. Teaching Resources, Means and Materials
 - 3.7.2. Functions of the Teaching Resources in Vocational Training
 - 3.7.3. Types of Teaching Resources
 - 3.7.4. Elaboration and Selection of Teaching Materials and Resources
 - 3.7.5. Elaboration of Digital Resources





- 3.7.6. Rights of the Author
- 3.7.7. Introduction to Resource Selection and Classification
- 3.7.8. Methodology for the Development of a Repertoire
- 3.7.9. Classification of Resources
- 3.7.10. Search and Selection of Resources
- 3.7.11. Analysis (Cataloging and Critical Appraisal) of Resources
- 3.7.12. Presentation of the Resource Repository
- 3.8. Creation of a Virtual Learning Environment
 - 3.8.1. Know Virtual Learning Environments
 - 3.8.2. Components for EVA Creation
 - 3.8.3. Communication Tools in the EVA
 - 3.8.4. Know specific examples of EVA in the specialty of Health Processes
- 3.9. Evaluation in Vocational Training and Instruments
 - 3.9.1. Know about the Importance of Evaluation in the Teaching-Learning Process
 - 3.9.2. Identify Evaluation as a Process of Educational Improvement
 - 3.9.3. Know the Characteristics of Assessment in Vocational Training
 - 3.9.4. Identify the Different Types of Assessment and its Time of Application
 - 3.9.5. Assessment Techniques in FP
 - 3.9.6. Tools for the Assessment in FP
 - 3.9.7. Evaluation Instruments as Instruments of Regulation and Encouragement
 - 3.9.8. Examples of Evaluation Instruments in VET in the Health Family
- 3.10. Specific Aspects of Learning in Health Vocational Training
 - 3.10.1. Health Vocational Training and its Specific Characteristics
 - 3.10.2. Vocational Training and its Challenges
 - 3.10.3. Dual Training and its Curricular Basis
 - 3.10.4. Vocational Training in Distance
 - 3.10.5. Examples of Learning Methodologies in Health Vocational Training |

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 Health Processes Teacher Training in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a white lower half and a red upper half by a diagonal line.

“

*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 Health Processes Teacher Training in High School Education** 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.

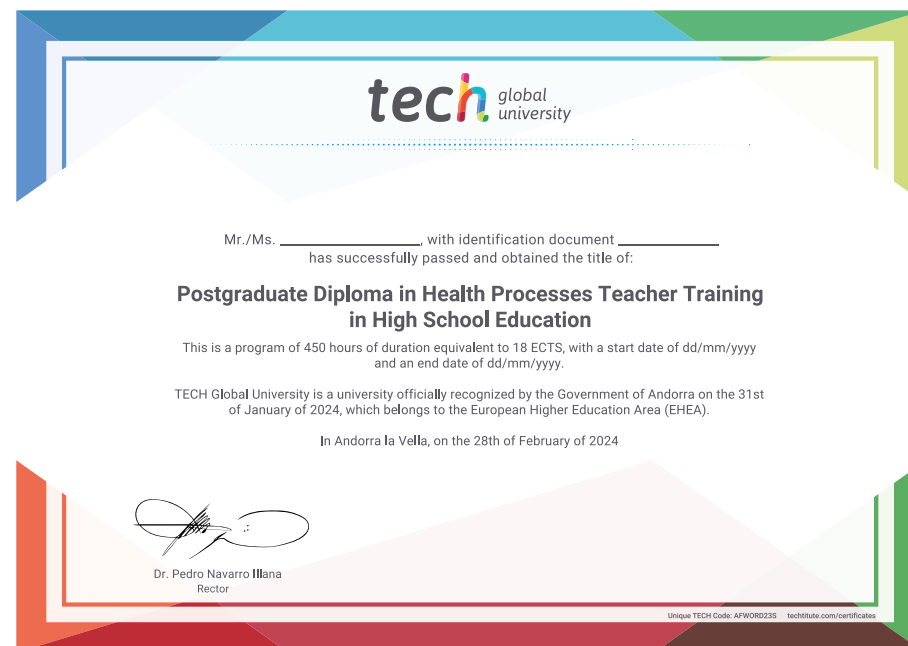
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Health Processes Teacher Training in High School Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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



Postgraduate Diploma

Health Processes Teacher Training in High School Education

- » Modality: online
- » Duration: 6 months
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- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Health Processes Teacher Training in High School Education