Postgraduate Diploma
Higher Education

tech technological university

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Postgraduate Diploma
Higher Education

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

Website: **www.techtitute.com/in/postgraduate-diploma/postgraduate-diploma-higher-education**

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01

Introduction

In higher education, teachers are faced with a student body that is looking for quality developments in their classrooms, innovative contents and methodologies that will be subjected to a harsh judgment. However, this group of young people in training also needs clear and intense motivation and incentives to motivate and encourage their intellectual, professional and vocational development to the highest levels. This Postgraduate Diploma in Higher Education has been created to offer you the mental and practical tools that will allow you to adjust your methodology efficiently, turning your classes and your teaching follow-up into an opportunity to grow, for all your students.

University professors must know how to motivate their students to discover their vocation and encourage them towards scientific research"

The main objectives of the Postgraduate Diploma in Higher Education 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 field. 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 specialization 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.

Therefore, the main educational projects that are being implemented in universities today will be explained to the student, taking into account the main active methodologies and techniques used, with innovation as one of the most important elements.

This **Postgraduate Diploma in Higher Education** contains the most complete and updated educational program on the market. The most important features of the program include:

- The development of case studies presented by experts in higher education
- 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.
- News on higher education
- Practical exercises where self-assessment can be used to improve learning.
- Its special focus on innovative methodologies in higher education
- 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

Do not miss the opportunity to take this University Expert with us and include the most innovative teaching tools in your skills"

Provide your teaching with the most highly valued methodological innovations on the international scene and place yourself at the forefront of the new education"

The best teaching methodology and multimedia at your fingertips in this complete and innovative Postgraduate Diploma.

A 100% online course that will allow you to combine your professional work with your private life, while increasing your knowledge in this field.

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.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive education 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 Higher Education, with extensive teaching experience.

02

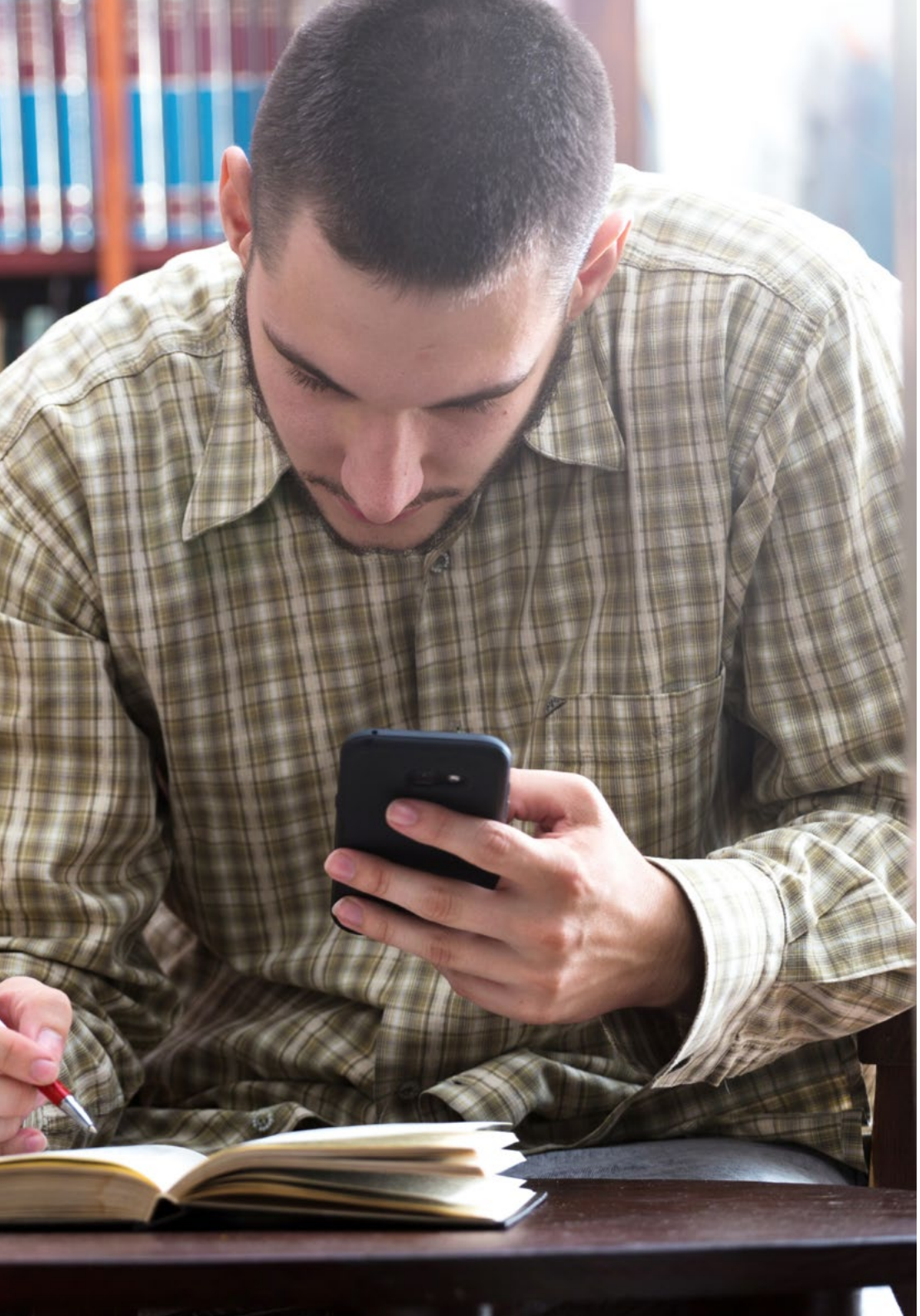
Objectives

The Postgraduate Diploma in Higher Education is oriented to facilitate the performance of the professional dedicated to teaching with the latest advances and newest treatments in the sector. Students completing the training will have achieved the objectives of updating and specialization that will allow them to advance broadly in the practice of teaching in higher education.

Thanks to this training you will be able to specialize in Higher Education and 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

- Understand the principles and objectives that led to the emergence of higher education institutions worldwide
- Learn to reflect on the new pedagogical, technological and social needs that universities need to respond to
- Know how to develop attitudes and skills for scientific research, as an essential requirement to contribute to the progress and welfare of society
- Know how to direct and orientate your students interested in scientific research
- Acquire the resources to carry out not only effective, but also enjoyable and motivating work
- Discover the importance of motivation and orientation of students interested in investigation
- Acquire the knowledge and practical tools to carry out research guidance with complete confidence

03

Course Management

The program includes in its teaching staff leading experts in Higher Education, who bring to this specialization the experience of their work. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.

Learn about the latest advances in Higher Education from leading experts in the field".

Management

Dña. Jiménez Romero, Yolanda

- 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
- Director and Coordinator of master's programs: CEU University Online Education Campus, Tech Technological University, Tech University Mexico

Professors

Dña. Álvarez Medina, Nazaret (Doctorando)

- Degree in Educational Psychology Oberta University, Cataluyna
- 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 Autnomous 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 Herrara 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 Online University, 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 Herrara University (Since May 2019)
- Director of European Bilingual Academy School (El Salvador) Since 2018

04

Structure and Content

The structure of the content has been designed by the best professionals in the Higher Education sector, with extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed, studied, and diagnosed, and with extensive knowledge of new technologies applied to teaching.

This Postgraduate Diploma in Higher Education contains the most complete and updated scientific program on the market"

Module 1. Higher Education

1.1. Historical Summary of the Development of Universities
- 1.1.1. The First Universities
- 1.1.2. University of Salamanca
- 1.1.3. Universities in Mexico and Latin America
- 1.1.4. European Universities
- 1.1.5. North American Universities
- 1.1.6. Cardenal Newman
- 1.1.7. The Cultural and Educational Contribution of the Middle Ages
- 1.1.8. Knowledge of the Cloisters: Cathedral and Monastic Schools
- 1.1.9. The University of the 20th Century
- 1.1.10. Adoption of the Notion of Networking in the Academic Field

1.2. The Concept of University
- 1.2.1. What do you do at University?
- 1.2.2. Knowledge
- 1.2.3. What is Taught and How is it Taught?
- 1.2.4. Research and Support Services
- 1.2.5. The Critical Role of University
- 1.2.6. The Intellectual Role of University
- 1.2.7. Autonomous Universities
- 1.2.8. Academic Freedom
- 1.2.9. The University Community
- 1.2.10. Evaluation Processes

1.3. Higher Education Spaces Worldwide
- 1.3.1. Globalization: Towards a Change in Higher Education
- 1.3.2. Social changes and Higher Education Spaces
- 1.3.3. GUNI Networks
- 1.3.4. European Space for Higher Education
- 1.3.5. Higher Education in Latin America
- 1.3.6. Higher Education Space in Africa
- 1.3.7. Higher Education Space in Asia and the Pacifics
- 1.3.8. Tempus Project

1.4. The Bologna Process: European Space for Higher Education (ESHE)
- 1.4.1. Origin of ESHE
- 1.4.2. The Soborna Declaration
- 1.4.3. The Salamanca Convention and the Bologna Process
- 1.4.4. Materialization of the Tuning Project Proposal in Europe
- 1.4.5. Redefining the Syllabus
- 1.4.6. New Credit Transfer and Accumulation System
- 1.4.7. The Concept of Competence
- 1.4.8. Student Exchange and Mobility
- 1.4.9. ESHE within the Process of Globalization of Higher Education
- 1.4.10. Experiences and Research in ESHE

1.5. Ibero-American Knowledge Space
- 1.5.1. Ibero-American University Cooperation in the Field of Higher Education
- 1.5.2. Launching of the Ibero-American Higher Education Area
- 1.5.3. Opportunities, Initiatives and Detected Obstacles
- 1.5.4. Institutions and Entities Involved
- 1.5.5. Materialization of the Tuning Project Proposal in Ibero-America
- 1.5.6. Ibero-American Initiative for Social Communication and Scientific Culture
- 1.5.7. Science and Technology for Development (CYTED) Program
- 1.5.8. Pablo Neruda Mobility Program
- 1.5.9. Ibero-American Program for Industrial Property and Promotion of Development (IBEPI)
- 1.5.10. Euro-American Cooperation in Higher Education

1.6. Education Models in Higher Education
- 1.6.1. The Concept of the Education Model
- 1.6.2. Influence of the Education Model on the University Academic Model
- 1.6.3. Coherence of the Education Model with the Vision and Mission of the University
- 1.6.4. The Pedagogical Foundation of Education Models
- 1.6.5. Educational Psychologist Theories Which Support the Education Model
- 1.6.6. Ken Robinson Education Model
- 1.6.7. John Taylor Gatto Education Model
- 1.6.8. Towards a New Integral Model
- 1.6.9. The Education Model Based on Skills
- 1.6.10. The Internet in the Pedagogical Paradigm of Higher Education

1.7. The University Organization
- 1.7.1. The Structure of a University as an Organization
- 1.7.2. Coordination of Work in an Organization
- 1.7.3. Constituent Parts of an Organization
- 1.7.4. Core Members of a University
- 1.7.5. Fields of Action in the University Organization
- 1.7.6. Role of a University Professor
- 1.7.7. Skills Training: Object of University Teaching
- 1.7.8. The Transmission of Knowledge
- 1.7.9. University Organization, Governance and Leadership
- 1.7.10. University Management

1.8. The Virtual Campus in Higher Education
- 1.8.1. E-learning Scenarios and Elements
- 1.8.2. E-learning Platforms
- 1.8.3. B-learning
- 1.8.4. Mentoring
- 1.8.5. Blended learning
- 1.8.6. Flipped Classroom
- 1.8.7. Mastery learning
- 1.8.8. TPACK Model
- 1.8.9. MOOCs
- 1.8.10. Mobile learning

1.9. Scientific Dissemination and Popularization on the Internet
- 1.9.1. How to Diffuse Scientific Information on the Internet
- 1.9.2. Scientific Dissemination in the Academic Environment
- 1.9.3. Dissemination VS Disclosure
- 1.9.4. Visibility and Accessibility in Scientific Work
- 1.9.5. Tools for Increasing Visibility
- 1.9.6. Open Access
- 1.9.7. Public Profile of Research Personnel
- 1.9.8. General Social Networks and their Application in Scientific Dissemination
- 1.9.9. Scientific Social Networks
- 1.9.10. Dissemination Through Blogs

1.10. Self-management of Academic Writing
- 1.10.1. Epistemic and Pedagogical Function of Writing
- 1.10.2. Academic and Communicative Function of Writing
- 1.10.3. Cognitive Focus of Learning
- 1.10.4. The Technique of Writing a Text
- 1.10.5. Organization of an Argument
- 1.10.6. Coherence and Cohesion Mechanisms of a Text
- 1.10.7. Academic Work
- 1.10.8. Research Articles

Module 2. Educational Research Methodology

2.1. Basic Notions of Investigation: Science and the Scientific Method
- 2.1.1. Definition of the Scientific Method
- 2.1.2. Analytical Method
- 2.1.3. Synthetic Method
- 2.1.4. Inductive Method
- 2.1.5. Cartesian Thought
- 2.1.6. Rules of the Cartesian Method
- 2.1.7. Methodical Doubt
- 2.1.8. The First Cartesian Principle
- 2.1.9. Induction Procedures According to J. Mill Stuart

2.2. The General Process of Research: Quantitative and Qualitative Focus
- 2.2.1. Epistemological Assumptions
- 2.2.2. Approach to Reality and the Object of Study
- 2.2.3. Subject-Object Relationship
- 2.2.4. Objectivity
- 2.2.5. Methodological Processes
- 2.2.6. Integration of Methods

2.3. Research Paradigms and Methods Derived from These
- 2.3.1. How do Research Ideas Arise?
- 2.3.2. What is there to Research in Education?
- 2.3.3. Research Problem Statement
- 2.3.4. Background, Justification and Research Objectives
- 2.3.5. Theoretical Foundation
- 2.3.6. Hypotheses, Variables and Definition of Operational Concepts
- 2.3.7. Choosing a Research Design
- 2.3.8. Sampling in Quantitative and Qualitative Studies

2.4. Phases and Stages of Qualitative Research
- 2.4.1. Phase 1 Conceptual Phase
- 2.4.2. Phase 2 Planning and Design Phase
- 2.4.3. Phase 3 Empirical Phase
- 2.4.4. Phase 4 Analytical Phase
- 2.4.5. Phase 5 Diffusion Phase

2.5. Types of Quantitative Research
- 2.5.1. Historical Research
- 2.5.2. Correlation Research
- 2.5.3. Case Studies
- 2.5.4. "Ex Post Facto" Research of Completed Events
- 2.5.5. Quasi-Experimental Research
- 2.5.6. Experimental Research

2.6. Phases and Stages of Qualitative Research
- 2.6.1. Phase 1 Preparation Phase
- 2.6.2. Phase 2 Field Phase
- 2.6.3. Phase 3 Analytical Phase
- 2.6.4. Phase 4 Informative Phase

2.7. Types of Qualitative Research
- 2.7.1. Ethnography
- 2.7.2. Grounded Theory
- 2.7.3. Phenomenology
- 2.7.4. The Biographical Method and Life History
- 2.7.5. The case study
- 2.7.6. Content Analysis
- 2.7.7. Examination of Speech
- 2.7.8. Participatory Action Research

2.8. Techniques and Instruments for Collecting Quantitative Data
- 2.8.1. The Structured Interview
- 2.8.2. The Structured Questionnaire
- 2.8.3. Systematic Observation
- 2.8.4. Attitude Scales
- 2.8.5. Stadistics
- 2.8.6. Secondary Sources of Information

2.9. Techniques and Instruments for Collecting Qualitative Data
- 2.9.1. Unstructured Interview
- 2.9.2. In Depth Interview
- 2.9.3. Focus Groups
- 2.9.4. Simple, Unregulated and Participant Observation
- 2.9.5. Life Stories
- 2.9.6. Diaries
- 2.9.7. Content Analysis
- 2.9.8. The Ethnographic Method

2.10. Data Quality Control
- 2.10.1. Requirements for a Measuring Instrument
- 2.10.2. Processing and Analysis of Quantitative Data
- 2.10.3. Validation of Quantitative Data
- 2.10.4. Statistics for Data Analysis
- 2.10.5. Descriptive Statistics
- 2.10.6. Inferential Statistics
- 2.10.7. Processing and Analysis of Qualitative Data
  - 2.10.7.1. Reduction and Characterization
  - 2.10.7.2. Clarify, Refine and Compare
  - 2.10.7.3. Programs for Qualitative Analysis of Textual Data

Module 3. Direction of Thesis and Scientific Research, Guidance to University Students

3.1. Motivating University Students to Get Involved in Research
- 3.1.1. Introduction to Investigative Practice
- 3.1.2. Gnoseology or Theory of Knowledge
- 3.1.3. Scientific Research and its Foundations
- 3.1.4. Research-Oriented Motivation

3.2. Basic Student Training for Research Activity
- 3.2.1. Initiation in Research Methods and Techniques
- 3.2.2. Elaboration of Quotes and Bibliographic References
- 3.2.3. The Use of New Technologies in Information Searching and Management
- 3.2.4. Research Reports: Structure, Characteristics and Standards of Development

3.3. Requirements for the Management of Research Projects
- 3.3.1. Initial Guidance for Research Practice
- 3.3.2. Responsibilities in the Supervision of Theses and Research Projects
- 3.3.3. Introduction to Scientific Literature

3.4. The Approach to the Topic and the Study of the Theoretical Framework
- 3.4.1. The Research Topic
- 3.4.2. Objectives of the Research
- 3.4.3. Document Sources and Research Techniques
- 3.4.4. Structure and Boundaries of the Theoretical Framework

3.5. Research Designs and the Hypothesis System
- 3.5.1. Types of Studies in Research
- 3.5.2. Research Designs
- 3.5.3. Hypothesis: Types and Characteristics
- 3.5.4. Variables in Research

3.6. Research Methods, Techniques and Instruments
- 3.6.1. Population and Sample
- 3.6.2. Sampling
- 3.6.3. Methods, Techniques and Instruments

3.7. Planning and Supervision of Student Activity
- 3.7.1. Research Plan Development
- 3.7.2. Research Activity Document
- 3.7.3. Schedule of Activities
- 3.7.4. Supervision and Monitoring of the Students

3.8. Supervising Scientific Research Projects
- 3.8.1. Promoting Research Activity
- 3.8.2. Encouragement and Creation of Opportunities for Enrichment
- 3.8.3. Resources and Presentation Techniques

3.9. Management of Master's Degree and Doctoral Theses
- 3.9.1. Management of Theses and Master's Degree Theses as Pedagogical Practice
- 3.9.2. Support and Career Planning
- 3.9.3. Characteristics and Structures of Master's Degree Theses
- 3.9.4. Characteristics and Structures of Doctoral Theses

3.10. Commitment to the Dissemination of Results: The True Impact of Scientific Research
- 3.10.1. The Use of Research as a Tool to Achieve Specific Goals
- 3.10.2. The Significant Impact of Research Activity
- 3.10.3. The By-products of Research Projects
- 3.10.4. Dissemination and Diffusion of Knowledge

A complete training that will take you through the knowledge you need to compete among the best"

05

Methodology

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

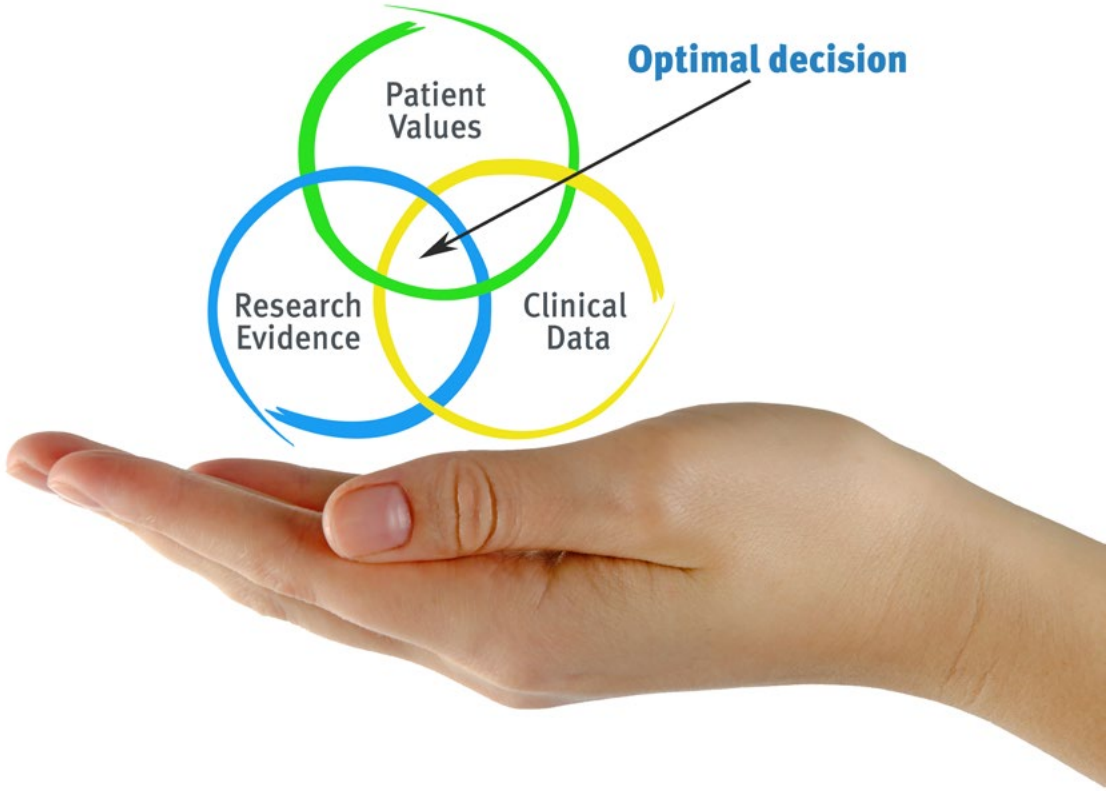
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the ***New England Journal of Medicine*** have considered it to be one of the most effective.

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.

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:

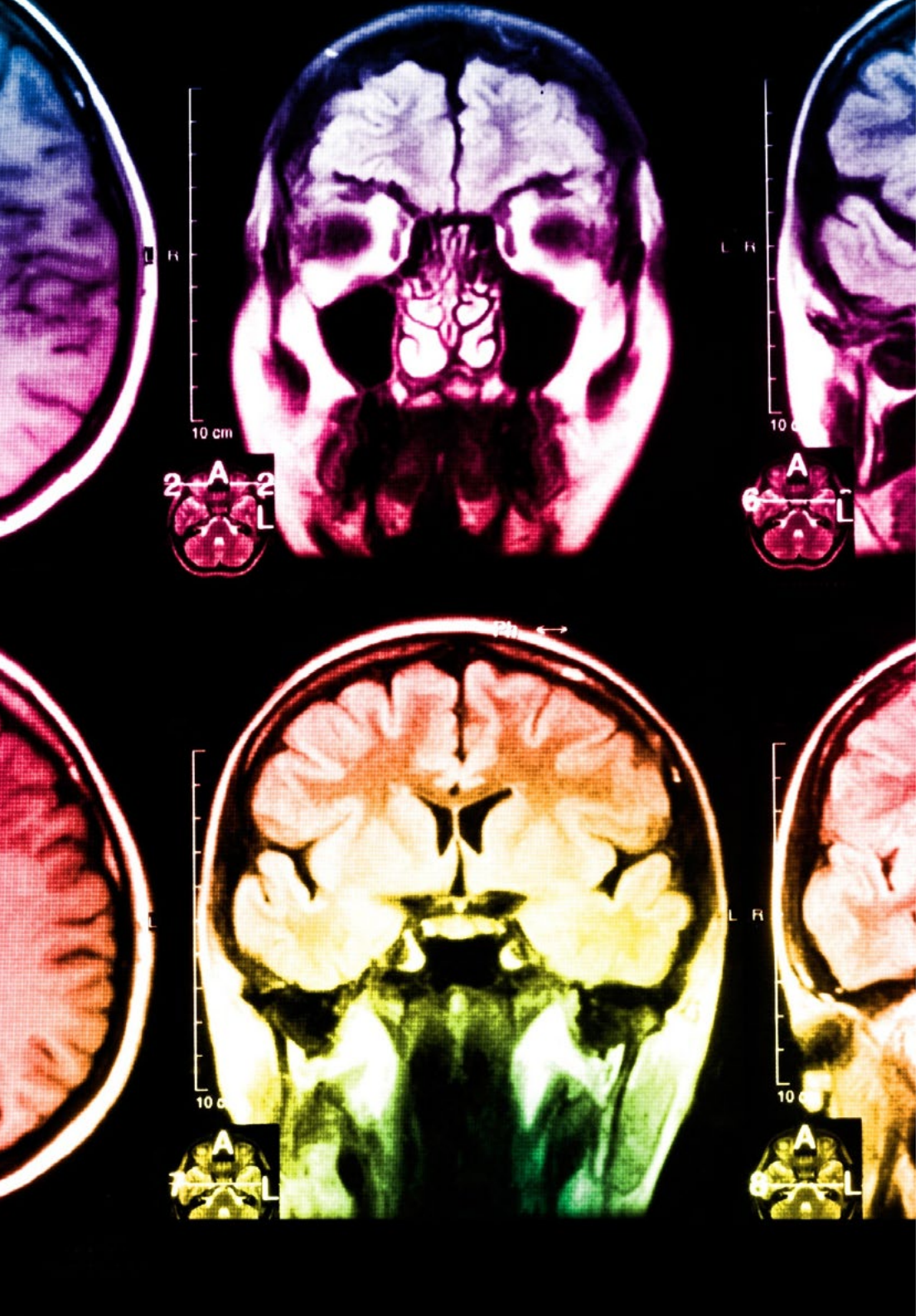
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that enable educators to better integrate knowledge into daily practice.
3. Ideas 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.

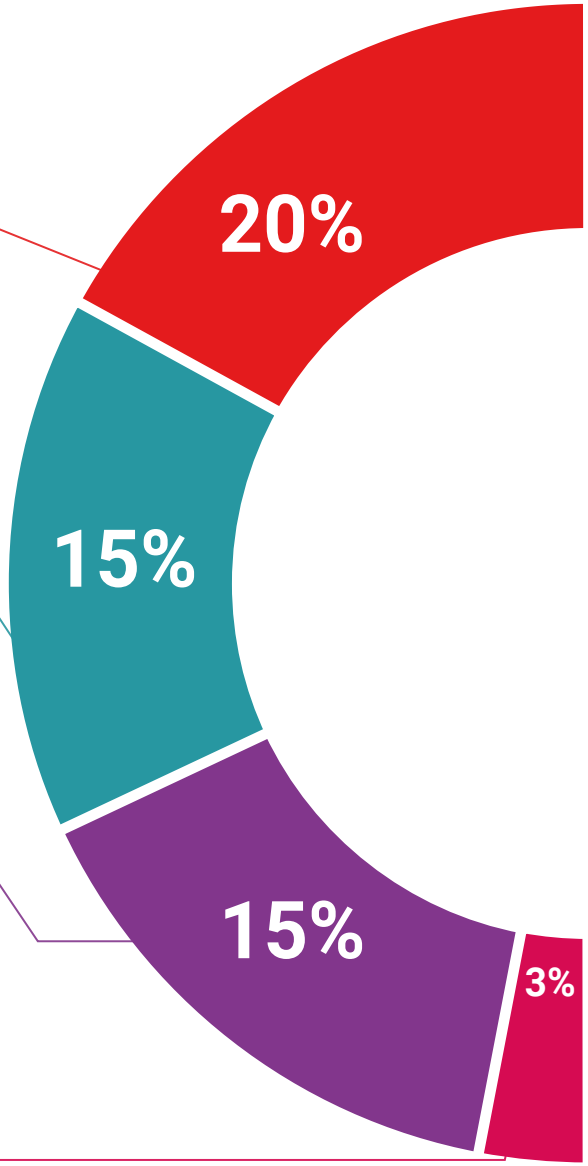
Interactive Summaries

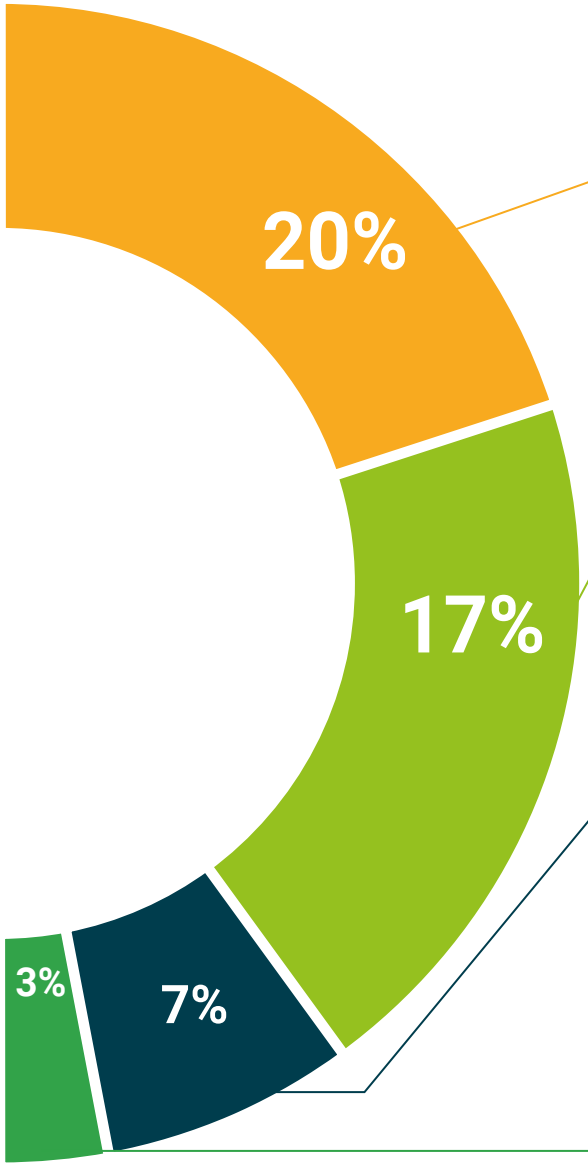
The TECH team presents the contents in an attractive and dynamic way in multimedia packages that include audio, videos, images, diagrams and concept maps in order to reinforce knowledge.

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

This Postgraduate Diploma in the Higher Education guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma qualification issued by TECH Technological University.

Successfully complete this specialisation and receive your university degree without travel or laborious paperwork".

This **Postgraduate Diploma in Higher Education** contains the most complete and updated 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 career evaluation committees.

Title: **Postgraduate Diploma in Higher Education**

Official Number of Hours: **450**


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Higher Education

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.


tech technological university
Postgraduate Diploma
Higher Education
Modality: online
Duration: 6 months
Certificate: TECH Technological University
Dedication: 16h/week
Schedule: at your own pace
Exams: online

Postgraduate Diploma

Higher Education

tech technological university