Postgraduate Diploma

Career Guidance in Schools

tech technological university

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Postgraduate Diploma
Career Guidance in Schools

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

Website: www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-career-guidance-schools

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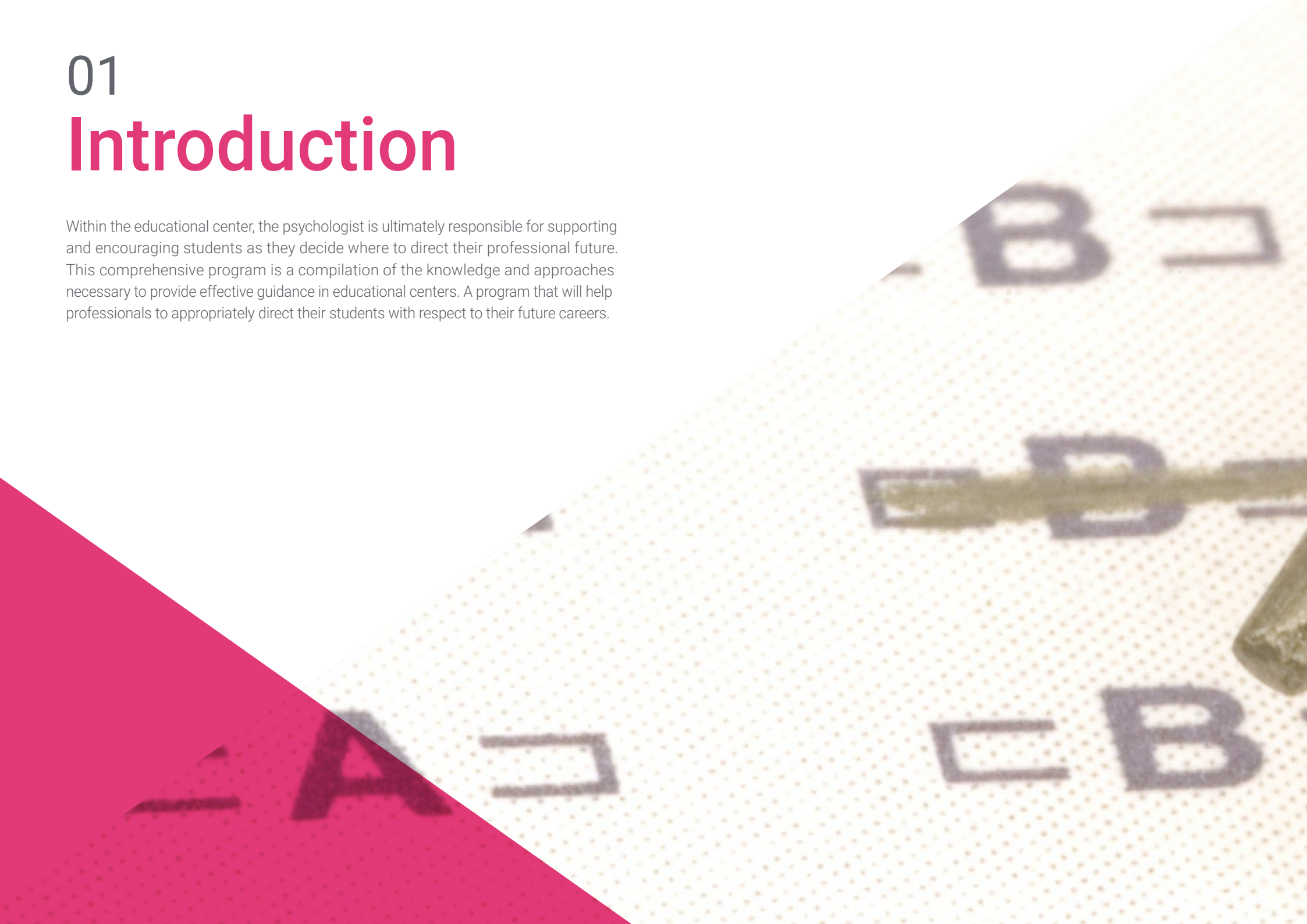
01

Introduction

Within the educational center, the psychologist is ultimately responsible for supporting and encouraging students as they decide where to direct their professional future. This comprehensive program is a compilation of the knowledge and approaches necessary to provide effective guidance in educational centers. A program that will help professionals to appropriately direct their students with respect to their future careers.



This Postgraduate Diploma in Career Guidance in Schools will generate a sense of assurance in professional practice, which will help you grow personally and professionally"

This Postgraduate Diploma will allow the participant to be open to different approaches and guidance models, new ideas and resources that can be accessed quickly and easily. They will acquire new skills for the classroom and a new perspective on how to approach guidance. The resources found will allow them to obtain better medium and long term results when supporting the vocational decisions of students and preparing them for working life.

TECH proposes a different and effective model to help in the pre-university stages, based on the experience with a wide sample of adolescents, that can be easily and successfully implemented.

Aspects such as socioeconomic differences, disabilities or differences in learning have to be addressed with special interest and in an innovative way through guidance.

This Postgraduate Diploma is aimed at counselors and postgraduates in Psychology or Psychopedagogy who want to deepen their knowledge in this field. The recommended ratios of 1 counselor for every 250 students are far from the reality throughout Europe, opening career opportunities for professionals in this area.

This programs helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

This **Postgraduate Diploma in Career Guidance in Schools** contains the most complete and up-to-date program on the market. The most important eatures include:

- 100 practical cases presented by experts in Vocational and Career Guidance
- The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential
- The latest developments in Career Guidance in Schools
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on evidence-based methodologies for Career Guidance in Schools
- All of this will be complemented by 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

A comprehensive program that will open the way to a form of professional intervention of utmost importance in educational centers"

This Postgraduate Diploma marks the difference between a professional with a lot of knowledge and a professional who knows how to apply it the daily practice"

Get up to date and become a leading authority on Career Guidance in your center.

A program created for psychologists that will propel you to excellence and allow you to acquire new skills and strategies in a seamless and effective manner.

The teaching staff is made up of professionals from the field of Career Guidance in Schools who bring their experience to this program, in addition to renowned specialists from leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this, the professional will be assisted by an innovative interactive video system developed by renowned experts in the field of Career Guidance in Schools, with extensive teaching experience.

02

Objectives

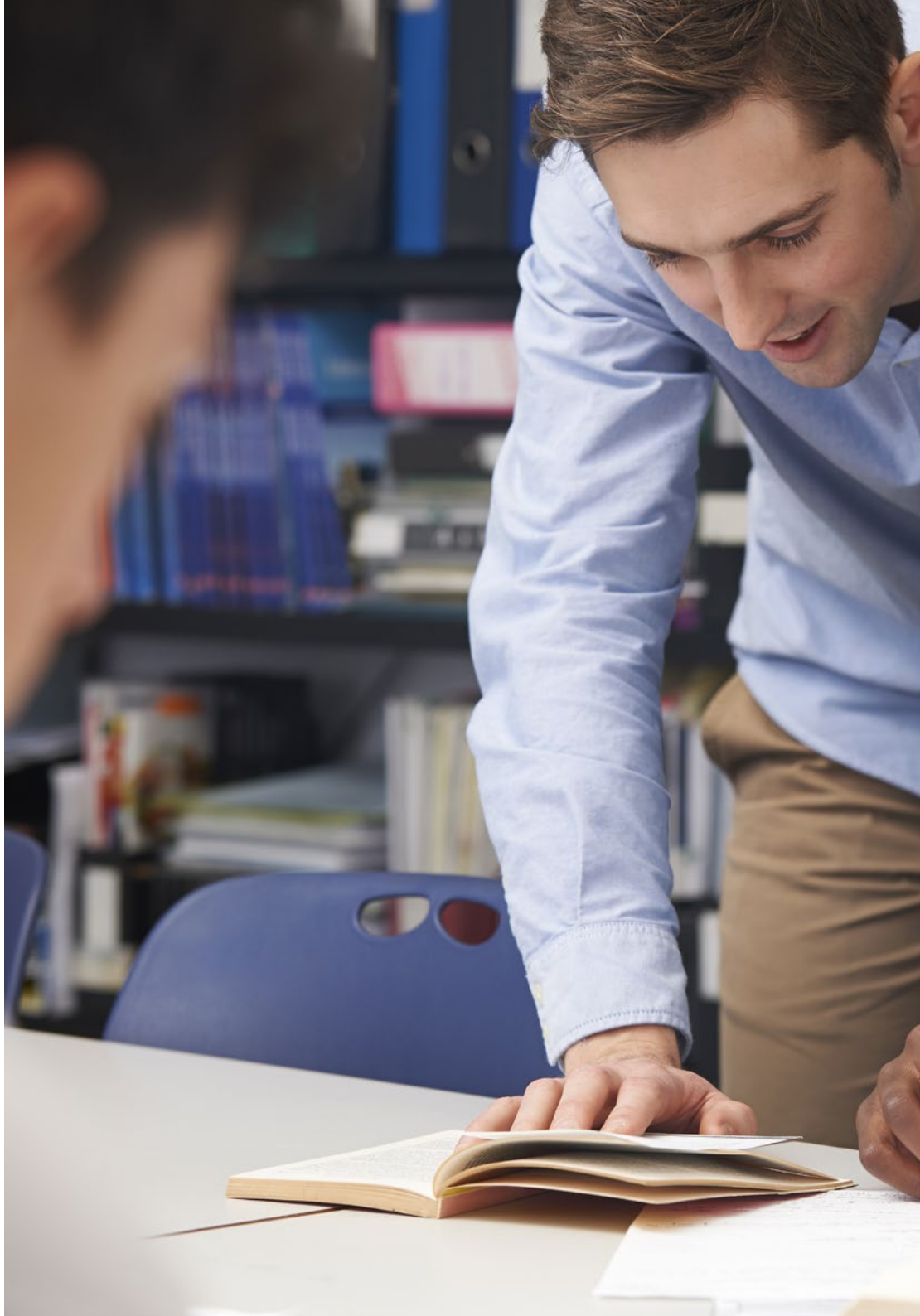
One of TECH's goals is to establish a series of objectives that will allow professionals to enhance all their professional skills and aptitudes. As such, the program will allow students continual progression as they work through the different areas of study. It is a series of objectives designed according to the highest quality standards, so that professionals can perfect their skills and then apply them in their work.

Quickly and easily learn how to plan and carry out a comprehensive and truly useful intervention for students in the area of career guidance"

General Objectives

- Acquire the necessary knowledge to act as a support for students' decision making regarding their vocation and vocational orientation
- Act in an adjusted way in the different personal contexts of the students
- Know the most effective and useful guidance strategies

Add new skills to your CV and become a highly valued professional for any educational center"



Specific Objectives

Module 1. Career Guidance: Theoretical Framework

- Give a new vision of professional and vocational guidance focused on the individual
- Define the evaluative methods that serve for vocational guidance
- Develop new evaluative guides for career guidance

Module 2. Organizational Development of Guidance in Schools

- Learn about the latest classroom trends in vocational and career guidance with effective and practical resources
- Specialize in various inclusion techniques for different individual profiles

Module 3. Development of Professional Skills in Career Guidance

- Identify the challenges ahead for the future development of the different skills
- Develop the different skills and see their impact for the profession

03

Course Management

The faculty is made up of leading specialists in career guidance in schools, who bring their professional experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

Learn about the latest advances in Career Guidance in Schools from leading professionals"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist specialized in Neurolinguistics
- Educational Psychologist
- Degree in Primary Education with English
- Master's Degree in Educational Psychologist
- Master's Degree in Neuropsychology of High Intellectual Abilities
- Master's Degree in Emotional Intelligence
- Specialized Teacher in High Intellectual Ability
- Co-director, Author and Teacher in Different University Educational Projects

Professors

Ms. García Camarena, Carmen

- Manager of Step by Step, a vocational guidance company for all professional stages
- Psychologist and Master's Degree in Business Administration, CAP at the Alfonso X el Sabio University
- Specialization in FOL and Master's Degree in HR and group techniques
- Creator of a methodology adapted to high school stages

Mr. Maroto, José María

- Computer Engineer
- Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership. Professor specialized in Innovation and BigData processes
- Expert in learning, lecturer and writer of articles and publications related to his areas of expertise

Our teaching team will provide you with all their knowledge so that you are up to date with the latest information on the subject"

04

Structure and Content

The contents of this program have been developed by most competent professionals in this sector, with a commitment to high quality at every stage. As such, the most relevant and important topics for the development of the program have been selected, identifying those which a priori develop the concept of career guidance in schools.

An intensive educational approach, structured in such a way that you achieve your learning goals consistently and effectively"

Module 1. Career Guidance: Theoretical Framework

1.1. Historical Development of Career Guidance
- 1.1.1. Ideological Period
- 1.1.2. Empiricist Period
- 1.1.3. Observational Period
- 1.1.4. Empirical Stage Guidance as Adjustment
- 1.1.5. Empirical Stage Guidance as Education
- 1.1.6. Theoretical Stage
- 1.1.7. Technological Stage
- 1.1.8. Psychopedagogical Stage
- 1.1.9. From a Psychometric Model to a Humanistic Approach
- 1.1.10. Expansion of Guidance

1.2. Theory, Approaches and Models of Vocational Guidance
- 1.2.1. Non-Psychological Approaches: Chance Theory
- 1.2.2. Economic factors
- 1.2.3. Sociological Factors
- 1.2.4. Psychological Approaches: Trait and Factor Approach.
- 1.2.5. Psychodynamic Model
- 1.2.6. Need-Based Approaches
- 1.2.7. Approach to Self-Concept
- 1.2.8. Socio-Psychological Model of P.M. Blan
- 1.2.9. J.L Holland's Model
- 1.2.10. Dowald E. Super's Phenomenological Approach
- 1.2.11. Krumboltz's Social Learning Model
- 1.2.12. Dennis Pelletier's Activation Model

1.3. Career Guidance: Concept and Scope of Action
- 1.3.1. What Is Career Guidance?
- 1.3.2. Differences with Educational Guidance
- 1.3.3. Institutional Framework
- 1.3.4. Training Centers
- 1.3.5. The Family
- 1.3.6. Guidance Team
- 1.3.7. The Individual
- 1.3.8. The Group
- 1.3.9. The Company
- 1.3.10. Special Groups

1.4. Levels of Intervention in Career Guidance
- 1.4.1. Professional Vs Occupational Guidance
- 1.4.2. Intervention and Its Justification
- 1.4.3. Program Model
- 1.4.4. Collaborative Model
- 1.4.5. Clinical Model
- 1.4.6. Didactic Models
- 1.4.7. Consulting Models
- 1.4.8. Resource Model
- 1.4.9. Reactive/Proactive Intervention
- 1.4.10. Group/ Individual Intervention

1.5. Career Guidance in High School
- 1.5.1. Brief Review of Legislation
- 1.5.2. Current Situation
- 1.5.3. Career Guidance in High School from the Perspective of Parents and Guidance Counselors
- 1.5.4. High School Itineraries
- 1.5.5. Gender and Guidance in High School
- 1.5.6. Equity and Guidance in High School
- 1.5.7. Self-Guidance
- 1.5.8. The Role of the Counselor in High School
- 1.5.9. The Role of the Family in High School
- 1.5.10. Future Perspectives

1.6. Labor Integration in Young People. Intervention Models
- 1.6.1. Labor Integration of Young People from a Historical Perspective
- 1.6.2. Current Situation
- 1.6.3. Integral Nature of Employment Guidance
- 1.6.4. Coordination of Institutions
- 1.6.5. Intervention Program for University Students

1.6.6. Intervention Program for Young People with Training not Adapted to the Labor Market
1.6.7. Intervention Program for Young People with Integration Difficulties
1.6.8. Gender and Socioeconomic Variables in First Employment
1.6.9. Employability Strategies
1.6.10. Future Perspectives

1.7. The Current Labor Market and Its New Requirements
1.7.1. Historical Evolution of the Labor Market
1.7.2. Evolution of Knowledge
1.7.3. Importance of Socioemotional Competencies
1.7.4. Importance of Collaborative Learning
1.7.5. Importance of Continuous Learning
1.7.6. The New Role of Young People in Employment
1.7.7. Promotion in Work
1.7.8. Precarious Employment
1.7.9. Education-Labor Market Mismatches
1.7.10. Mismatches between University Skills and Labor Market

1.8. An Evolutionary Approach to Career Guidance
1.8.1. Theoretical Framework: Ginzberg's Model
1.8.2. Early Childhood Stage
1.8.3. Tentative Period
1.8.4. Realistic Period
1.8.5. Models of Transition to Working Life
1.8.6. Career Development in the Business Environment
1.8.7. Career Self-Development
1.8.8. Professional Maturity and Outplacement
1.8.9. Retirement and Career Guidance

Module 2. Organizational Development of Guidance in Schools

2.1. The Educational Center as an Area of Guidance Intervention
2.1.1. The School as an Educational Organization: The Theory of School Organization.
2.1.2. Main Theories and Authors on School Organization (I): Classical Authors
2.1.3. Main Theories and Authors on School Organization (II): Current Perspectives
2.1.4. Culture and Organization of Schools
2.1.5. Decision-Making Bodies in Schools.
2.1.6. The Center and the Classroom as Systems of Relationships
2.1.7. The School as a Community and as a Common Project
2.1.8. The Organizational Documents of the School
2.1.9. Guidance in the Center's Educational Project
2.1.10. Relevance of the Academic and Vocational Guidance Plan

2.2. Organizational Structures of Guidance in Schools
2.2.1. Main Organizational Structures of School Guidance
2.2.2. Organization of School Guidance in Early Childhood Education
2.2.3. Organization of School Guidance in Primary Education
2.2.4. Organization of School Guidance in Secondary Education
2.2.5. Organization of the Educational Guidance in University Education
2.2.6. Organization of Educational Guidance in Adult Education Centers
2.2.7. Organization of Educational Guidance in Special Education
2.2.8. Organization of School Guidance in Special Education Centers and Occupational Training Centers
2.2.9. Organization of Guidance

2.3. Role and Position of Guidance Professionals in Schools
2.3.1. The Systemic Approach in the Educational Sphere: The Center as a System
2.3.2. Role and Position: The Counselor's Place in a School
2.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
2.3.4. The Magician without Magic (I): Towards an Operational Strategy for the School Counselor
2.3.5. The Magician without Magic (II): Casuistic Exemplification of the Selvini Palazzoli Working Group

2.3.6. The Magician without Magic (III): Current Case Exemplification
2.3.7. The Educational Model of Guidance and the Collaborative Relationship
2.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
2.3.9. From My Standpoint (I): Why Is a Systemic Approach Important in Educational Guidance?
2.3.10. From my Place (II): I Like Being a Counselor

2.4. Vocational and Professional Guidance within the Functions of School Guidance
2.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
2.4.2. Fundamental Principles in Academic and Career Guidance
2.4.3. Roles of the School Counselor related to Vocational and Professional Guidance
2.4.4. Educational and Professional Guidance Planning
2.4.5. Intervention Strategies in Educational and Professional Guidance
2.4.6. Can the School Report and the Psycho-Pedagogical Assessment Act as Educational and Vocational Guidance Measures?
2.4.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
2.4.8. Guidance Counseling as a Vocational Counseling Report
2.4.9. Other Functions of the School Counselor
2.4.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance

2.5. Towards a Curriculum for Vocational and Professional Guidance in the School Environment
2.5.1. Let's Build Vocations from the School Environment
2.5.2. The Educational Counselor as a Curator of Relevant Content in Vocational and Professional Guidance
2.5.3. Tools for the Curation of Content Related to Vocational and Professional Guidance
2.5.4. Students' Concerns and Interests in Vocational and Career Guidance
2.5.5. Towards a School Curriculum on Vocational Guidance (I): Objectives
2.5.6. Towards a School Curriculum on Vocational Guidance (II): Contents
2.5.7. Towards a School Curriculum on Vocational Guidance (III): Key Competencies
2.5.8. Towards a School Curriculum on Vocational Guidance (IV): Standards and Assessment Criteria
2.5.9. The Vocational Guidance Curriculum within the Tutoring Role
2.5.10. Vocational and Professional Guidance as Cross-Cutting Content
2.5.11. Spaces and Times for Guidance in the School Day

2.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
- 2.6.1. Accompanying Our Students to Find their 'Ikigai'
- 2.6.2. Accompaniment in Self-Knowledge (I): Self-Concept
- 2.6.3. Accompaniment in Self-Knowledge (II): Self-Competence and Self-Esteem
- 2.6.4. Accompaniment in the Search and Knowledge of the Educational Offer (I): Itineraries and Modalities
- 2.6.5. Accompaniment in the Search and Knowledge of the Educational Offer (II): Certificates
- 2.6.6. Accompaniment in the Search and Knowledge of the Educational Offer (III): Study Plans
- 2.6.7. Accompaniment in the Search and Knowledge of the Professional Offer (I): Qualifications
- 2.6.8. Accompaniment in the Search and Knowledge of the Educational Offer (II): Professional Competencies
- 2.6.9. Accompaniment in Making Vocational Decisions
- 2.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession

2.7. Building of Educational and Vocational Guidance Plan
- 2.7.1. Introduction of Educational and Vocational Guidance Plan
- 2.7.2. Basic Principles of the Introduction of Educational and Vocational Guidance Plan
- 2.7.3. Objectives of the Educational and Vocational Guidance Plan
- 2.7.4. Activities and Timing of the Educational and Vocational Guidance Plan
- 2.7.5. Bibliographic Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.6. Digital Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.7. Audiovisual Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.8. Human Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.9. Examples for Improvement of the Educational and Vocational Guidance Plan
- 2.7.10. Examples of Good Practices in Educational and Vocational Guidance Plan

2.8. Vocational and Professional Guidance Activities in the Educational Center
- 2.8.1. Classroom Activities (I): Research and Presentation of Information
- 2.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
- 2.8.3. Classroom Activities (III): Thematic Units Within a Subject
- 2.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
- 2.8.5. Extracurricular Activities (II): Guidance Days
- 2.8.6. Extracurricular Activities (III): Projects and Companies
- 2.8.7. Extracurricular Activities (IV): Simulation Games
- 2.8.8. Extracurricular Activities (V): Service Learning
- 2.8.9. Coordinated Activities: Sponsors of Vocational Selection
- 2.8.10. Other Vocational and Professional Guidance Activities in the Educational Center

2.9. Complementary Activities Outside the School to Work on Vocational and Professional Guidance
- 2.9.1. Exploration of Family Members' Jobs
- 2.9.2. Visit to Companies
- 2.9.3. Shadowing: Professional for a Day
- 2.9.4. Internships in Companies
- 2.9.5. Job Fairs
- 2.9.6. Educational Cooperation Programs
- 2.9.7. Visit to the Employment Office or Local Employment Services
- 2.9.8. Visits to Professional Associations
- 2.9.9. Visits to Universities and Other Educational Centers
- 2.9.10. Visits to Museums and Exhibitions
- 2.9.11. Other Complementary Actions Outside the School to Work on Vocational and Professional Guidance

2.10. Assessment and Improvement of the Educational and Professional Guidance Plan
- 2.10.1. Change, Innovation and Improvement in Guidance
- 2.10.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
- 2.10.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
- 2.10.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan
- 2.10.5. Checklists for the Educational and Professional Guidance Plan

2.10.6. Rubrics to Assess the Educational and Professional Guidance Plan
2.10.7. Targets to Assess the Educational and Professional Guidance Plan
2.10.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan
2.10.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
2.10.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan

Module 3. Development of Professional Skills in Career Guidance

3.1. Employability Model
3.1.1. Current Economic Context
3.1.2. Employment in the 21st Century
3.1.3. Self-Knowledge
3.1.4. The Vision
3.1.5. The mission
3.1.6. Definition of Objectives
3.1.7. New Work Models
3.1.8. Roadmap
3.1.9. Personal Brands
3.2. Development of Competencies
3.2.1. Characteristics of the Competencies
3.2.2. Capabilities, Skills and Competencies
3.2.3. Competencies that will be in Demand in the 21st Century
3.2.4. Personal Competencies
3.2.5. Professional Competencies
3.2.6. Competency Training
3.2.7. Maturity Levels of a Competency
3.2.8. Assessment of Competencies (Indicators)
3.3. Collaborative Work
3.3.1. Teamwork
3.3.2. Characteristics of Collaborative Work
3.3.3. The Power of Teamwork
3.3.4. Structures and Models for Collaborative Work
3.3.5. Communities of Practice
3.3.6. Tools for Collaborative Work
3.3.7. Empathy
3.3.8. Assertiveness
3.3.9. Trust
3.3.10. Self-Organized Teams
3.4. Project Work
3.4.1. Work Models
3.4.2. Results Oriented
3.4.3. Organization of Work
3.4.4. Project definition
3.4.5. Project Life Cycle
3.4.6. Project Management
3.4.7. The Figure of the Project Manager
3.4.8. Methodologies for Project Management
3.4.9. Difference between Project Development and Product Development
3.4.10. Product Design and Creation
3.5. Communication.
3.5.1. Basic Characteristics of Communication
3.5.2. Effective Communication
3.5.3. Active Listening
3.5.4. Intrapersonal Communication
3.5.5. Interpersonal Communication
3.5.6. Online Interpersonal Communication (e-mail, Social Networks)
3.5.7. Effective Presentations
3.5.8. Visual Communication
3.5.9. Body Communication (Non-Verbal Language)
3.5.10. Speaking in Public
3.6. Adaptation to Change
3.6.1. Context and Basic Concepts
3.6.2. Main Characteristics of Adaptation to Change
3.6.3. Unlearning to Relearn
3.6.4. Flexibility and Versatility
3.6.5. Change Management Process

3.6.6. Factors Favoring Adaptation to Change
3.6.7. Negative Factors or Factors that do not Help Adaptation to Change
3.6.8. Comfort Zone
3.6.9. The Everett Rogers Curve
3.5.10. Moore's Law

3.7. Business Models
3.7.1. Definition and Fundamental Concepts
3.7.2. Business Canvas I
3.7.3. Business Canvas II
3.7.4. Examples of Business Model
3.7.5. Innovation
3.7.6. Innovative Business Models
3.7.7. Basic Organizational Models

3.8. Entrepreneurship
3.8.1. Personal Business Models
3.8.2. Startups
3.8.3. Strategic Business Planning
3.8.4. Lean Canvas
3.8.5. Lean Startup Method
3.8.6. Internet Strategy (Digital Business, Digital Marketing)
3.8.7. Entrepreneurship Skills
3.8.8. Social Entrepreneurship
3.8.9. Corporate Enterprise
3.8.10. The Concept of Added Value

3.9. Leadership.
3.9.1. What is Leadership?
3.9.2. What Does It Take to Be a Leader?
3.9.3. Types of Leadership
3.9.4. Self-Leadership
3.9.5. Mindfulness
3.9.6. Tribes
3.9.7. Followers
3.9.8. Feedback
3.9.9. Coaching
3.9.10. Emotional Intelligence

3.10. Creativity Development
3.10.1. Fundamental Concepts
3.10.2. Factors that Favor the Development of Creativity
3.10.3. Factors that do not Favor Creativity
3.10.4. Lateral Thinking
3.10.5. Exploration and Management of Ideas
3.10.6. Development and Monitoring of Ideas
3.10.7. Divergent Thinking
3.10.8. Convergent Thinking

Our syllabus has been designed with teaching effectiveness in mind: so that you learn faster, more stimulatingly, and on a more permanent basis"

05

Methodology

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

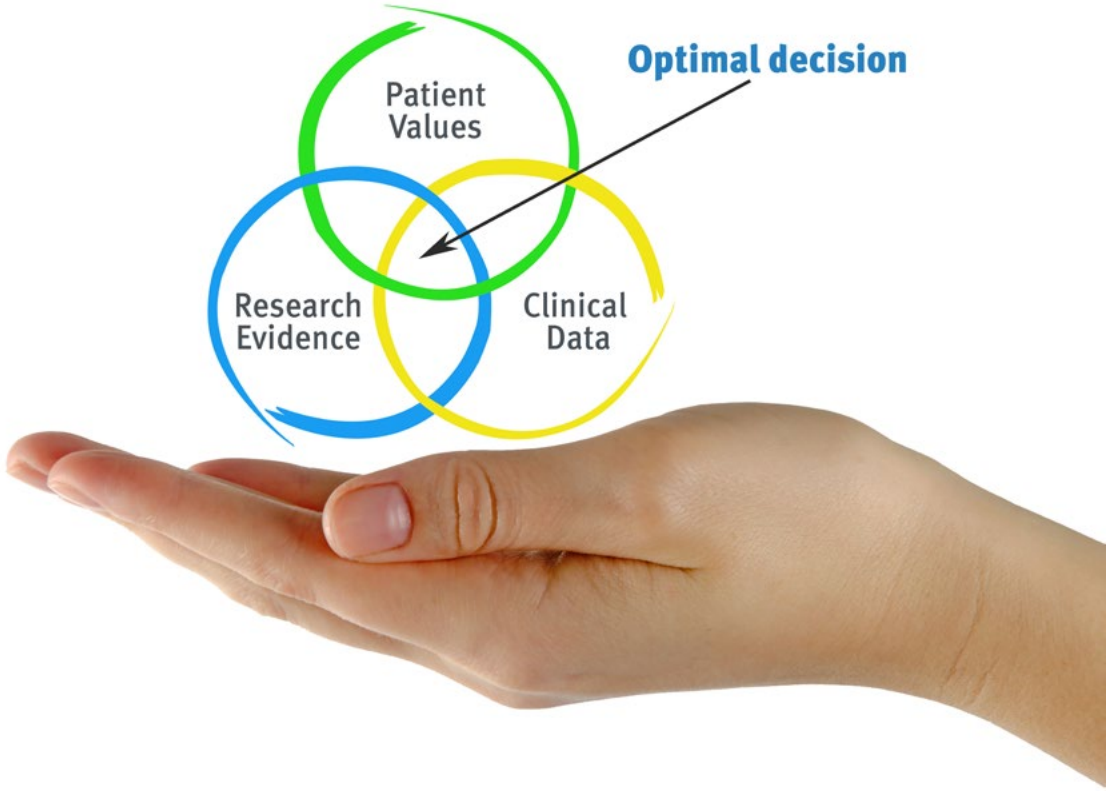
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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:

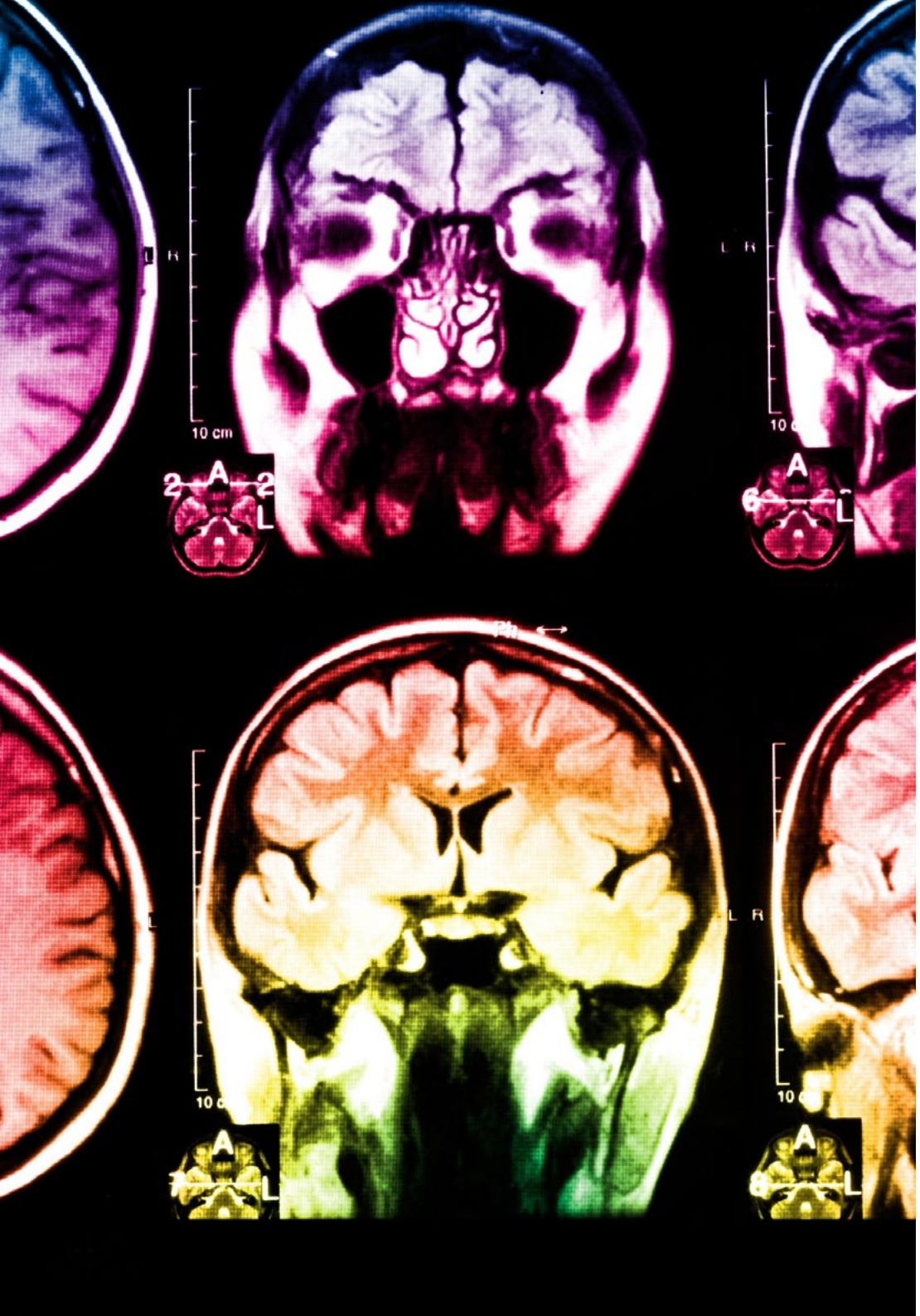
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases 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.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.

Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

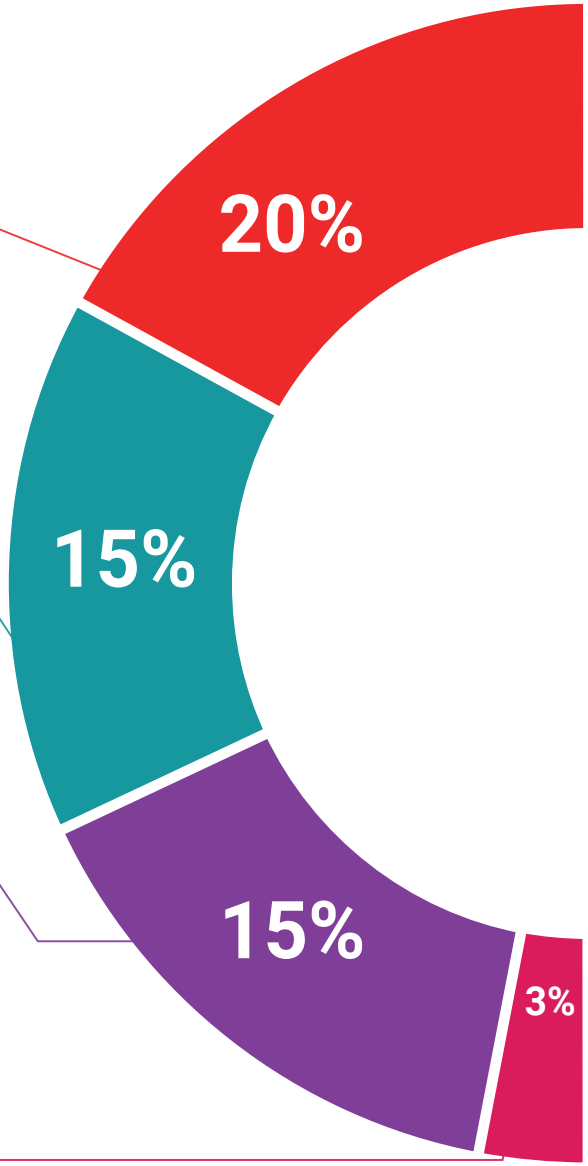
Interactive Summaries

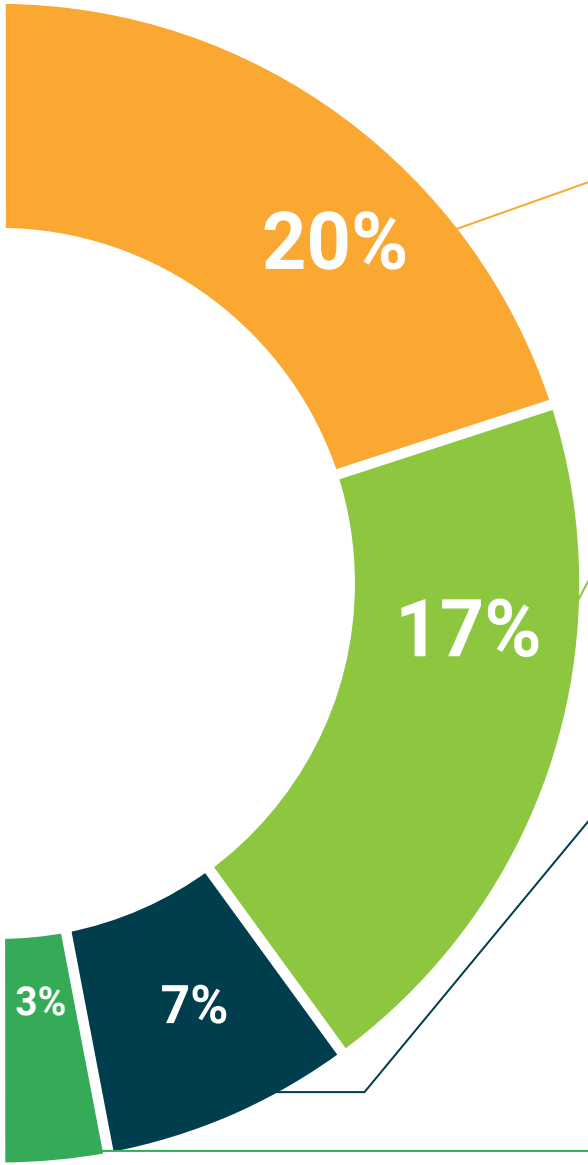
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their goals.

Classes

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

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

Quick Action Guides

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

06

Certificate

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

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

This **Postgraduate Diploma in Career Guidance in Schools** 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 Career Guidance in Schools**

Official Nº of Hours:**450 h.**


tech technological university

Awards the following

CERTIFICATE

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Career Guidance in Schools

This is a qualification awarded by this University, equivalent to 500 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

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This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. 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.

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Postgraduate Diploma
Career Guidance in Schools

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

Postgraduate Diploma
Career Guidance in Schools

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