

Postgraduate Certificate

Competency-Based Learning in University Education



Postgraduate Certificate

Competency-Based Learning in University Education

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

Website: www.techtitude.com/us/education/postgraduate-certificate/competency-based-learning-university-education

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01

Introduction

Competency-based learning is an essential tool for students to learn at their own pace and abilities. In these cases, educators must acquire certain skills to find the best way to deliver their lessons. Therefore, it is crucial for university professors to continue their education with courses such as the one we present here, which will provide them with the specialized training they need.



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If you want to improve the way you teach your lessons, don't miss the opportunity to take this Postgraduate Certificate with us”

The main objectives of this Postgraduate Certificate in .Competency-Based Learning in University Education are to promote and strengthen the competencies and capabilities of university professors by incorporating the most current teaching tools in this area of education. Professors will complete the program being able to provide their students with the necessary motivation to continue their studies and develop an appeal for scientific research.

This course will allow the teacher to review the fundamental knowledge in the field of teaching and to know the best way to guide and orient students on a daily basis.

This training stands out for its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. The material will allow for a simple and clear study into higher education institutions.

In this manner, the main competencies that teachers must acquire in order to offer a correct specialization to their students will be explained to the student, as well as the competency-based learning in the university setting. In addition, the main tools and resources available to teachers to successfully carry out the teaching and learning process will be provided.

This **Postgraduate Certificate in Competency-Based Learning in the University Setting** 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 competency-based learning in higher education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest news on competency-based learning in higher education
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies in Competency-Based Learning in the University Setting
- ♦ 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



Expand your knowledge with this Postgraduate Certificate in .Competency-Based Learning in University Education. You will be able to enhance your knowledge and the way you deliver your lessons"

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This Postgraduate Certificate is the best investment you can make in selecting a refresher program to update your knowledge of .Competency-Based Learning in University Education”

Its teaching staff includes professionals from the field of Competency-Based Learning in the University Setting, who bring to this training the experience of their work, in addition to recognized specialists of reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the teachers must try to solve the different professional practice situations that arise throughout the program. To that end, our students will be assisted by an innovative, interactive video system developed by recognized and extensively experienced experts in competency-based learning in higher education.

This Postgraduate Certificate employs the best teaching methodology and multimedia material, which will guide you through the syllabus.

If you are looking for training that will improve your daily performance and that you can balance with the rest of your responsibilities, this is your best option.



02 Objectives

The Postgraduate Certificate in Competency-Based Learning in the University Setting is oriented to facilitate the performance of the teaching professional with the latest advances and newest treatments in the sector.



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This Postgraduate Certificate will allow you to specialize in Competency-Based Learning in the University Setting and to learn about the latest advances in the field"



General objectives

- Encourage skills and competences in university professors
- Understand the most up-to-date tools to work as a professor in higher education
- Learn how to motivate students to take interest in continuing their studies and pursuing academic/scientific research
- Update on the changes taking place in higher education





Specific objectives

- ♦ Know how to direct students' efforts towards new approaches to education
- ♦ Pursue competency-based learning, where knowledge is combined with its application in practical, diverse, changing and realistic situations
- ♦ Incorporate skill-based professional performance

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Take the opportunity to learn about the latest advances in this area to apply them to your daily practice”

03

Course Management

The program includes in its teaching staff reference experts in Competency-Based Learning in the university setting, who share their work experience in this program. Additionally, other recognized experts participate in its design and preparation, thus completing the program in an interdisciplinary manner.



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Leading experts in Competency-Based Learning in the University Setting have come together to offer you the most specialized knowledge in the field"

Management



Ms. Jiménez Romero, Yolanda

- ♦ Psychopedagogue and Primary School Teacher with a major in English
- ♦ Director of the University Teaching and Educational Coaching programs at TECH Technological University
- ♦ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- ♦ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ♦ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- ♦ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ♦ Teacher in the High Abilities and Inclusive Education program
- ♦ Educational psychologist
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ Neurolinguistic Programming Practitioner

Professors

Mr. 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

Mr. Manzano García, Laureano

- ♦ Degree in Psychology from Autonomous 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

Mr. Álvarez Medina, Nazaret

- ♦ Degree in Educational Psychology Oberta University, Catalunya
- ♦ 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 University of La Laguna
- ♦ 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

Mr. Gutiérrez Barroso, César

- ♦ 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)

Mr. 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

Mr. Romero Monteserín, José María

- ♦ Academic Director at the School of Spanish Language of the University of Salamanca in Lisbon and collaborator of other ELE USAL in management
- ♦ External lecturer at the CIESE-Comillas Foundation in the field of Educational Center Management and Training
- ♦ Master's Degree in Educational Center Management
- ♦ Postgraduate in School Organization
- ♦ Higher University Technician in Human Resources Management
- ♦ Senior In-Company Training Technician
- ♦ Expert in Project Management
- ♦ Degree in Elementary Education Teaching

Mr. Visconti Ibarra, Martin Edgardo

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Management of Educational Centers
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education

04

Structure and Content

The content structure has been designed by the best professionals in the field of Competency-Based Learning in the University Setting, with an extensive background and recognized prestige in the profession, backed by the volume of cases reviewed, studied and diagnosed, and with a broad mastery of new technologies applied to teaching.





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This Postgraduate Certificate in Competency-Based Learning in the University Setting contains the most complete and up-to-date educational program on the market”

Module 1. Competency-Based Learning in University Education

- 1.1. Learning Theories
 - 1.1.1. Concept of Learning
 - 1.1.2. Concepts Related to Teaching
 - 1.1.2.1. Educate
 - 1.1.2.2. Teach
 - 1.1.2.3. Instruct
 - 1.1.3. The Relationship Between Learning and Teaching
 - 1.1.4. The Evolution of Learning from Childhood to the University World
 - 1.1.5. Different Educational Institutions
- 1.2. The Sum of Learning: Learning by Competencies
 - 1.2.1. Learning Paths
 - 1.2.2. 10 Types of Learning
 - 1.2.2.1. Implicit and Explicit Learning
 - 1.2.2.2. Explicit Learning
 - 1.2.2.3. Associative Learning
 - 1.2.2.4. Rote Learning
 - 1.2.2.5. Experience-based / Situated Learning
 - 1.2.2.6. Learning by Observation
 - 1.2.2.7. Cooperative Learning
 - 1.2.2.8. Cooperative Learning
 - 1.2.2.9. Significant Learning
 - 1.2.2.10. Skill Based Learning
- 1.3. Competences Related to Self-Learning
 - 1.3.1. Basic Competencies
 - 1.3.2. Concept of Self-Learning
 - 1.3.3. Contextualization of Learning
 - 1.3.4. Self-regulated Learning
 - 1.3.5. Autonomous Learning
- 1.4. Competency-Based Learning at Different Educational Levels
 - 1.4.1. Competencies in Pre-School Education
 - 1.4.2. Competencies in Primary Education
 - 1.4.3. Competencies in High School Education
 - 1.4.4. Competencies in the University Environment
- 1.5. Skill Based Learning in Higher Education
 - 1.5.1. Characteristics of the University Student Body
 - 1.5.2. Characteristics of the University Teaching Staff
 - 1.5.3. Competencies from the Curriculum
 - 1.5.4. Prerequisites for Skill Based Learning at University
 - 1.5.5. Competencies and the Different University Specialties
- 1.6. Transversality of Competencies
 - 1.6.1. Resource Management
 - 1.6.2. Interpersonal Relations Management
 - 1.6.3. Information Management
 - 1.6.4. Evolution and Refreshing Knowledge in the Face of Change
 - 1.6.5. Technological Domain
- 1.7. Implementation of Competencies from the Curriculum
 - 1.7.1. Levels of Curriculum Specification
 - 1.7.2. Competencies from the Educational Administration
 - 1.7.3. Adequacy of Teaching and Curriculum Design
 - 1.7.4. Competencies in Students with Functional Diversity
- 1.8. Competency-Based Assessment
 - 1.8.1. What and How to Evaluate Now?
 - 1.8.2. Qualification Criteria
 - 1.8.3. Assessment of Knowledge, Attitudes, and Skills
 - 1.8.4. Objective and Subjective Assessment
 - 1.8.5. Interaction Between Skills



- 1.9. Skills of a University Professor
 - 1.9.1. Profiles of the University Teaching Staff
 - 1.9.2. Planning the Teaching/Learning Process
 - 1.9.3. Presenting Content to the Students
 - 1.9.4. Ability to Integrate Resources Outside University
 - 1.9.5. Suitability of the Teaching Practice to Meet the Demands of the Environment
- 1.10. Didactic Strategies for Competencies Development at University
 - 1.10.1. The Field of Communication and Expression
 - 1.10.2. Relationship Between Skill and Subject
 - 1.10.3. Time Management
 - 1.10.4. Group Work and Projects
 - 1.10.5. Information Processing and Digital Technology in the University Environment



*This program will be key
to advance your career"*

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.





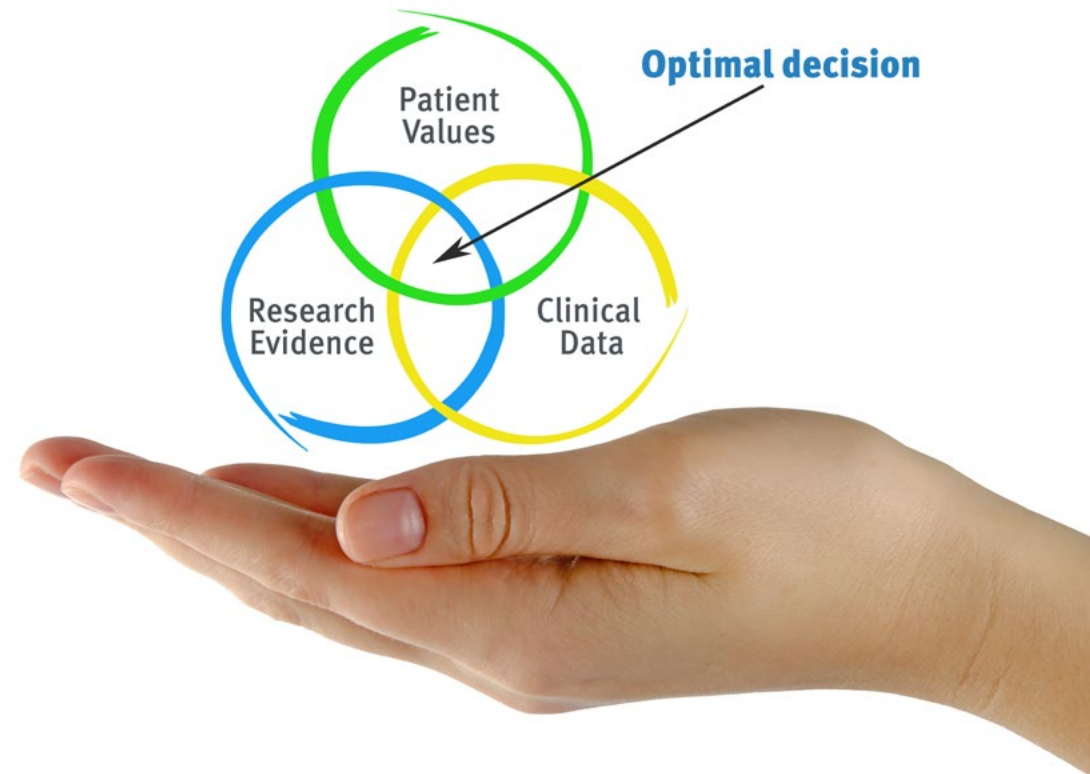
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

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

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



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

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

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

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



Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

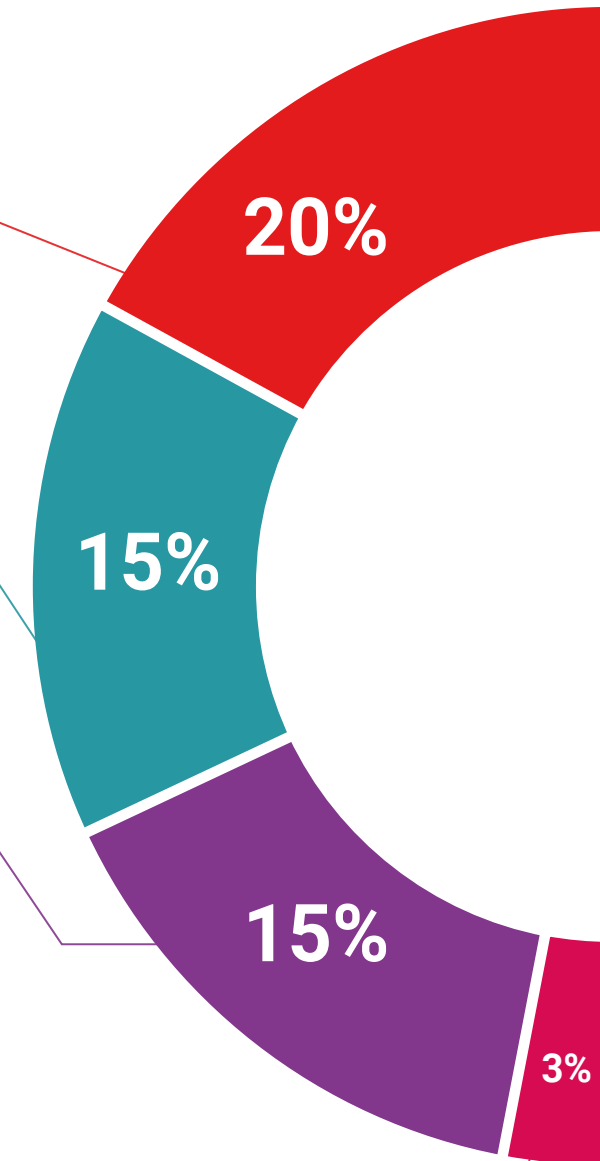
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

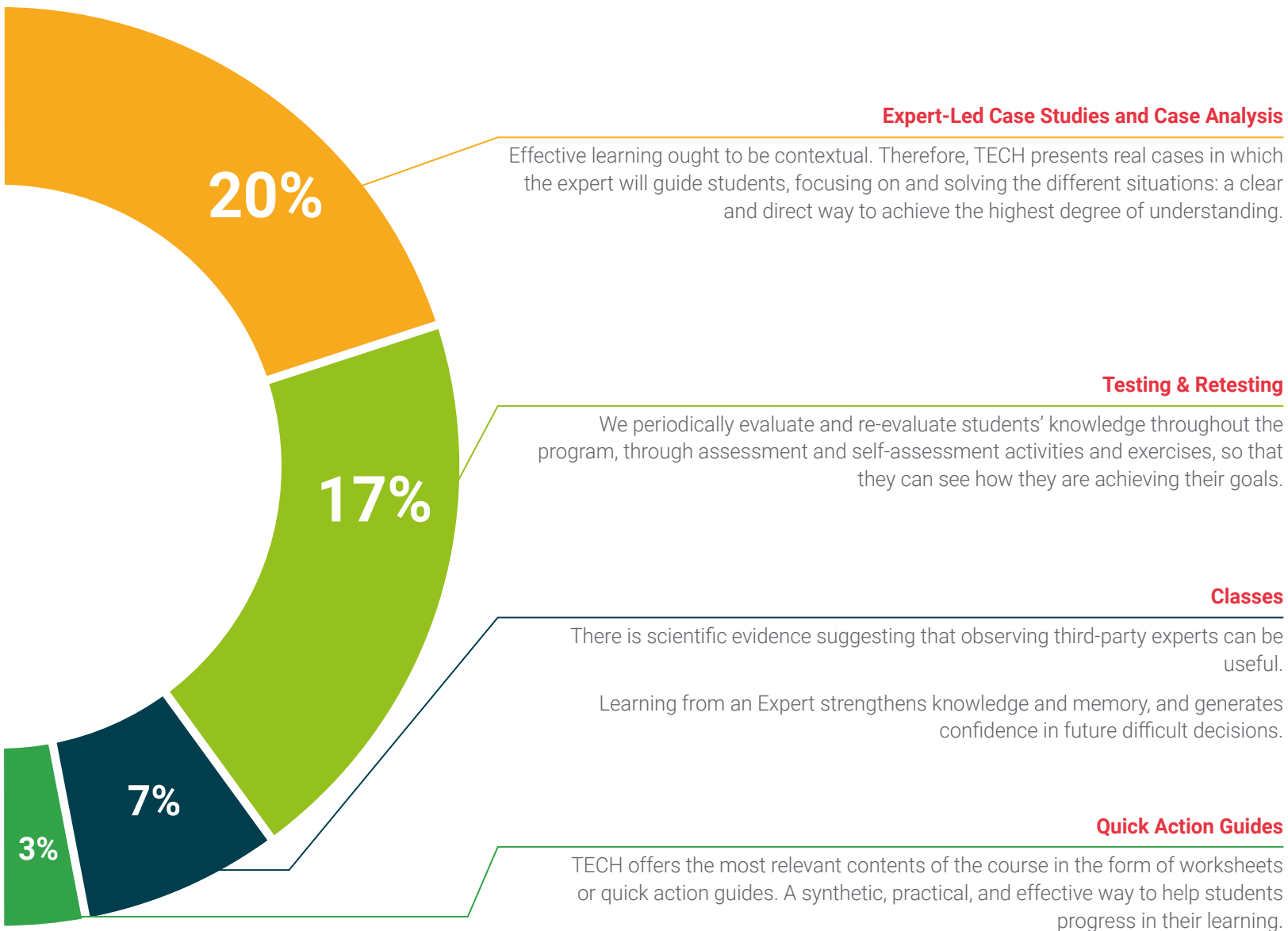
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Postgraduate Certificate in .Competency-Based Learning in University Education guarantees you, in addition to the most rigorous and updated training, access to a Postgraduate Certificate issued by TECH Global University.



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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This program will allow you to obtain your **Postgraduate Certificate in .Competency-Based Learning in University 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 Certificate in .Competency-Based Learning in University Education**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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



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Competency-Based
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Postgraduate Certificate

.Competency-Based Learning in University Education