

# Postgraduate Diploma

## Educational Coaching and Emotional Intelligence





## Postgraduate Diploma Educational Coaching and Emotional Intelligence

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

Website: [www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-educational-coaching-emotional-intelligence](http://www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-educational-coaching-emotional-intelligence)

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*This Postgraduate Diploma in Educational Coaching and Emotional Intelligence will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"*

Educational administrations are aware of the need to train the new generations in emotional competencies that will enable them to adapt to this new model of emerging society. In addition to possessing the necessary education at a conceptual level in their fields of specialization, they must develop socioemotional skills that enable them to manage the enormous amount of information that is generated every day, flexibility to adapt to different challenges and the acquisition of tools and resources that allow them to reinvent themselves.

It is necessary for the educational center to offer students a holistic and integral education that pays attention to the cognitive dimension as well as to the emotional and relational dimension.

Emotion and learning are two sides of the same coin. The concern for the education of people capable of adapting to the demands of today's world is reflected in the recommendations of international organizations such as UNESCO (1998a, 1998b), in the Delors report (1997), which proposes the four pillars of education for the 21st century: learning to know, learning to do, learning to live together and learning to be are closely related to the social and emotional skills needed to develop integrally throughout life.

We can combine Coaching and Emotional Intelligence by quoting Gallway "If you can lead your student to reject or control the inner obstacles that prevent them from reaching their optimal level of performance, the natural potential of this student will manifest itself without the need for massive technical input from the outside".

School Coaching is situated at the level of the person, following Devillard, there are two currents: Resolution Coaching when the person is facing his/her limits, relationships, stress, communication or a specific or recurring problem and Development Coaching when the action is focused on a specific situation and the object is the development of the best means to achieve the objective. Both currents are confronted in a subtle way throughout the program.

This program offers an incursion into the field of Neurosciences and Neurodidactics as a theoretical basis focusing on Emotional Intelligence and Education, on the importance of beliefs, values and identity on academic performance and socioemotional well-being, giving way to the main active methodologies for the classroom: project-based learning, gamification, and *Flipped Classroom*, among others.

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

- ♦ Development of case studies presented by experts in Educational Coaching and Emotional Intelligence. 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.
- ♦ New developments in visual disturbances and school performance
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Educational Coaching and Emotional Intelligence.
- ♦ 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



*Update your knowledge through the  
Postgraduate Diploma in Educational  
Coaching and Emotional Intelligence"*

“

*This Postgraduate Diploma is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Educational Coaching and Emotional Intelligence, you will obtain a degree from TECH Technological University"*

*Increase your decision-making confidence by updating your knowledge with this University Expert course"*

*Take the opportunity to learn about the latest advances in Educational Coaching and Emotional Intelligence and improve the education of your students"*

It includes, in its teaching staff, professionals belonging to the field of Educational Coaching and Emotional Intelligence, who pour into this education the experience of their work, in addition to recognized specialists belonging to 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 train in real situations.

The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise throughout the program. To this end, the educator will be assisted by an innovative interactive video system created by recognized experts in the field of coaching. Educational Coaching and Emotional Intelligence will with extensive teaching experience.



02

# Objectives

The program in Educational Coaching and Emotional Intelligence is aimed at facilitating the performance of the professional dedicated to working with students in all educational contexts.



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*This Postgraduate Diploma is oriented to update your knowledge in Neurosciences and Educational Coaching, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of your students"*



## General Objectives

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- ♦ Know what the Coaching process is and the elements that compose it, as well as the differences with other approaches
- ♦ Establish the psycho-evolutionary development of the children-adolescents to whom the Educational Coaching is addressed.
- ♦ Discover the process to be carried out in Coaching sessions (GROW)
- ♦ Understand the profound relationship between communication and interpersonal relationships
- ♦ Recognize the importance of communication in a Coaching process
- ♦ Know the structure of feedback and when to apply it
- ♦ Learn the structure and intention of integrating parts
- ♦ Analyze communication in children and adolescents
- ♦ Discover and use Storytelling and Metaphors
- ♦ Identify the relationship that Coaching has with the fields of Neuroscience
- ♦ Know what emotional intelligence is
- ♦ Know and strengthen social-emotional competencies.
- ♦ Identify the importance of motivation
- ♦ Know the characteristics of self-esteem
- ♦ Learning how to apply emotional intelligence in the classroom
- ♦ Discover what identity is
- ♦ Familiarization with in-depth tools such as the Enneagram, and psycho-technical tools such as the MBTI.
- ♦ Know the nature of beliefs and how they are formed
- ♦ Know the main cognitive distortions
- ♦ Learn how to generate a growth mindset
- ♦ Generate transformational changes
- ♦ Identify and detect vocation and purpose
- ♦ Know how to carry out a team coaching process for the teaching staff and the management team
- ♦ Identify family cycles and know how to accompany families in their process
- ♦ Provide the future coach with tools to identify talent, as well as tools for its development through *empowerment* and sponsorship



*Take the opportunity and take the step to get up to date on the latest developments in Educational Coaching and Emotional Intelligence"*



## Specific Objectives

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### Module 1. Neurosciences and Education

- ♦ Identify the concepts between Coaching, Neuroscience, Neurolearning, basic learning devices, multiple intelligences, movement and learning, Neurodidactics, and play within the educational fields.
- ♦ Know the functioning of the brain and its structures
- ♦ Establish the concepts of learning and the different levels, styles, types, and competences of learning
- ♦ Relate the Basic Learning Devices and Executive Functions in the development of activities.
- ♦ Know the Multiple Intelligences and the favorability of implementing them in the educational field
- ♦ Recognize the importance of play as a tool for Neurodidactics and Learning
- ♦ Implement Movement and Learning exercises in the classroom as learning sessions
- ♦ Relate Coaching with Neuroscience and the empowerment it generates in students
- ♦ Determine clearly the way to refer students

### Module 2. Emotional Intelligence

- ♦ Identify what emotional intelligence is
- ♦ Discover the history behind emotional intelligence
- ♦ Distinguish myths from legends
- ♦ Know the functions of emotions
- ♦ Establish the characteristics of emotions
- ♦ Describe the processes of emotions

- ♦ Relate the interaction between emotion and thought processes
- ♦ Recognize the influence of emotions on thought processes
- ♦ Identify the various emotional competencies
- ♦ Know strategies for the development of emotional competences
- ♦ Characterize the process of emotional integration
- ♦ Know how to integrate the different emotions
- ♦ Identify the importance of motivation
- ♦ Recognize how to enhance motivation
- ♦ Know the characteristics of self-esteem
- ♦ Identify the components of self-esteem and how to foster them
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Establish the benefits of the emotionally intelligent teacher
- ♦ Show how to apply emotional intelligence in the classroom
- ♦ Recognize the importance of emotional education in the classroom

### Module 3. Beliefs, Values, and Identity

- ♦ Understanding what beliefs are
- ♦ Identify limiting beliefs
- ♦ Understanding cognitive distortions
- ♦ Understanding irrational ideas
- ♦ Understanding belief change
- ♦ Learn the dynamics of belief change
- ♦ Generate growth mindset
- ♦ Generate transformational changes
- ♦ Identify what talent is





- ♦ List the characteristics of talent
- ♦ Use the exercises and techniques of the Element
- ♦ Master the Gallup test
- ♦ Learn how to accompany young people in their academic orientation
- ♦ Identify what creativity is
- ♦ Know how to adopt a creative attitude on the part of the Coach
- ♦ Know and use the literary art in the Coaching process
- ♦ Know and use the performing arts in the Coaching process
- ♦ Practice the use of plastic and scenic arts in the Coaching sessions
- ♦ Know the function of the visual arts
- ♦ Identify what vocation is
- ♦ Detect the purpose
- ♦ Practice dynamics to discover vocation

#### **Module 4. Active methodologies and innovation**

- ♦ Know what active methodologies are and how they work
- ♦ Delve into the concept of learning based on projects, problems and challenges
- ♦ Know the basic principles of learning based on thoughts, events or games
- ♦ Delve into how the flipped classroom works
- ♦ Learn about new trends in education
- ♦ Deepen in the free, natural methodologies based on the development of the individual

03

# Course Management

The program includes in its teaching staff, reference Postgraduate Diplomas in Educational Coaching and Emotional Intelligence, who bring to this education the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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*Learn from leading professionals, the latest  
advances in procedures in the field of Emotional  
Intelligence and Educational Coaching"*

## 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

### Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera

### Dr Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera

### Dr. Visconti Ibarra, Martin

- ♦ Director Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

### Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in 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, Spain
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counsellor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

### Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

### Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

# 04

## Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies.





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*This Postgraduate Diploma in Educational Coaching and Emotional Intelligence contains the most complete and up-to-date program on the market”*

## Module 1. Neurosciences and Education

- 1.1. Neuroscience
  - 1.1.1. Concept of Neuroscience
  - 1.1.2. Neuromyths
- 1.2. The brain: Structure and Function
  - 1.2.1. Triune Model
  - 1.2.2. Bilateral Model
  - 1.2.3. Cognitive Brain and Emotional Brain
- 1.3. Neuroscience and Learning
  - 1.3.1. What is Learning?
  - 1.3.2. Learning Styles
  - 1.3.3. Types of Learning
  - 1.3.4. Competencies for Learning
- 1.4. Multiple intelligences
  - 1.4.1. Definition
  - 1.4.2. Classification
- 1.5. Neuroscience– Education
  - 1.5.1. What is Neuroeducation?
    - 1.5.1.1. Brain Plasticity
    - 1.5.1.2. Memory
    - 1.5.1.3. Emotion
    - 1.5.1.4. Attention
  - 1.5.2. Contributions of Neuroscience to Learning
  - 1.5.3. What is Neurodidactics?
- 1.6. Neurosciences in the Classroom
  - 1.6.1. Classroom Applications
  - 1.6.2. Classroom Organization
  - 1.6.3. Proposal for Classroom Improvement
- 1.7. Playing and New Technologies
  - 1.7.1. Learning by Playing
  - 1.7.2. The Neurocognitive Process
  - 1.7.3. Basic Principles of Educational Games
  - 1.7.4. Neuroeducation and Board Games
    - 1.7.4.1. Development of Executive Functions

- 1.8. Body and Brain
  - 1.8.1. The Social Brain
  - 1.8.2. How do we prepare the Brain for Learning?
  - 1.8.3. Feeding
  - 1.8.4. Rest
  - 1.8.5. Exercise
- 1.9. Neuroscience for preventing School Failure
  - 1.9.1. Elements for a Success-oriented Pedagogy
  - 1.9.2. Some suggestions for improving the Learning Process
- 1.10. Reason and Emotion
  - 1.10.2. Why Educate Emotions in the Classroom?
  - 1.10.3. Effective Learning through Emotions

## Module 2. Emotional Intelligence

- 2.1. Definition of Emotional Intelligence
  - 2.1.1. Keys to Develop Emotional Intelligence
- 2.2. Emotions
  - 2.2.1. Towards a Definition
  - 2.2.2. What are Emotions for?
  - 2.2.3. Emotional Process
  - 2.2.4. Classification and Types of Emotions
- 2.3. Emotions, Attitude, and Competence
  - 2.3.1. Emotional Competencies
  - 2.3.2. Social Skills or Interpersonal Relationships
- 2.4. Emotional Management
  - 2.4.1. Self-knowledge
  - 2.4.2. Emotional Awareness
  - 2.4.3. Self-Appraisal
    - 2.4.3.1. Our Strengths and Weaknesses
  - 2.4.4. Emotional Communication
    - 2.4.4.1. The Power of Words
    - 2.4.4.2. Assertiveness
    - 2.4.4.3. Non-verbal Language



- 2.5. Emotional Intelligence and Education
  - 2.5.1. Classroom Climate
  - 2.5.2. Emotional Understanding in the Classroom
  - 2.5.3. Emotional Learning
    - 2.5.3.1. Tools for Classroom Management
- 2.6. Thinking Skills
  - 2.6.1. Realistic Thinking
  - 2.6.2. Optimism
- 2.7. Self-Motivation and Achievement Capabilities
  - 2.7.1. How to make education something important for the child?
  - 2.7.2. Persistence and Effort
  - 2.7.3. Facing Failure
- 2.8. Teacher Welfare
  - 2.8.1. Emotional Education and the Role of the Teacher
  - 2.8.2. The Emotionally Intelligent Teacher
  - 2.8.3. Techniques to Obtain Enriching Feedback
- 2.9. Habits of People with High Emotional Intelligence
  - 2.9.1. Leadership.
  - 2.9.2. Elements that Generate High Performance
- 2.10. Highly Sensitive People
  - 2.10.1. Emotional Regulation
  - 2.10.2. Emotional Perception
  - 2.10.3. Emotional Assimilation
  - 2.10.4. Emotional Understanding



*A unique, key, and decisive training experience to boost your professional development"*

### Module 3. Beliefs, Values, and Identity

- 3.1. Nature of Beliefs
  - 3.1.1. Concepts about Beliefs
  - 3.1.2. Characteristics of a Belief
  - 3.1.3. Behavior and Beliefs
  - 3.1.4. Types of Beliefs
- 3.2. Origin of Limiting Beliefs
  - 3.2.1. Cognitive distortions
  - 3.2.2. Irrational Ideas
- 3.3. Managing Belief Change
  - 3.3.1. Basis of Coping
  - 3.3.2. Types of Coping
- 3.4. Mindset for Change and Innovation
  - 3.4.1. Fixed Mindset
  - 3.4.2. Growth Mindset
  - 3.4.3. Inertia Zone and Learning Zone
  - 3.4.4. Creative Tension
- 3.5. Coaching and Change
  - 3.5.1. Generative and Evolutionary Changes
- 3.6. Values and Counter-Values
  - 3.6.1. Conceptualization of Values
  - 3.6.2. Learning of Values
  - 3.6.3. Values and Behavior
  - 3.6.4. Counter-values
- 3.7. Identity
  - 3.7.1. Identity and Identity Features
  - 3.7.2. Psychological Models and Identity
  - 3.7.4. Identity and Science
- 3.8. Personality Models
  - 3.8.1. Enneagram: The Various Expressions of the Personality and its Needs
  - 3.8.2. The MBTI Model
  - 3.8.3. Other Models.
- 3.9. Logical Levels





- 3.9.1. Human Needs
- 3.9.2. Levels of Consciousness
- 3.9.3. Alignment of Levels
- 3.10. Approach to Beliefs, Values, and Identity in Education
  - 3.10.1. Diversity: Inclusiveness
  - 3.10.2. Values-based Education. The Values of Positive Psychology
  - 3.10.3. Self-esteem and Recognition: Identity Construction

#### Module 4. Active methodologies and innovation

- 4.1. Active Methodologies
  - 4.1.1. What are they?
  - 4.1.2. Features
  - 4.1.3. Active Learning and Methodologies
- 4.2. Project Based Learning, Problems and Challenges
- 4.3. Thought Based Learning
  - 4.3.1. Thought Design
- 4.4. Event Based Learning
- 4.5. Play Based Learning
  - 4.5.1. Gamification
  - 4.5.2. Scaperoom/bakedu
- 4.6. *Flipped Classroom*
- 4.7. Robotics and Programming in Education
- 4.8. *e-learning*, Micro-learning and Other Online Trends
- 4.9. Neuro-education Based Learning
- 4.10. Free, Natural Methodologies based on Individual Development
- 4.11. Educational Inclusion
  - 4.11.1. Cooperative Learning
  - 4.11.2. Shared Teaching
  - 4.11.3. Interactive Groups
  - 4.11.4. Learning Communities

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# 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.





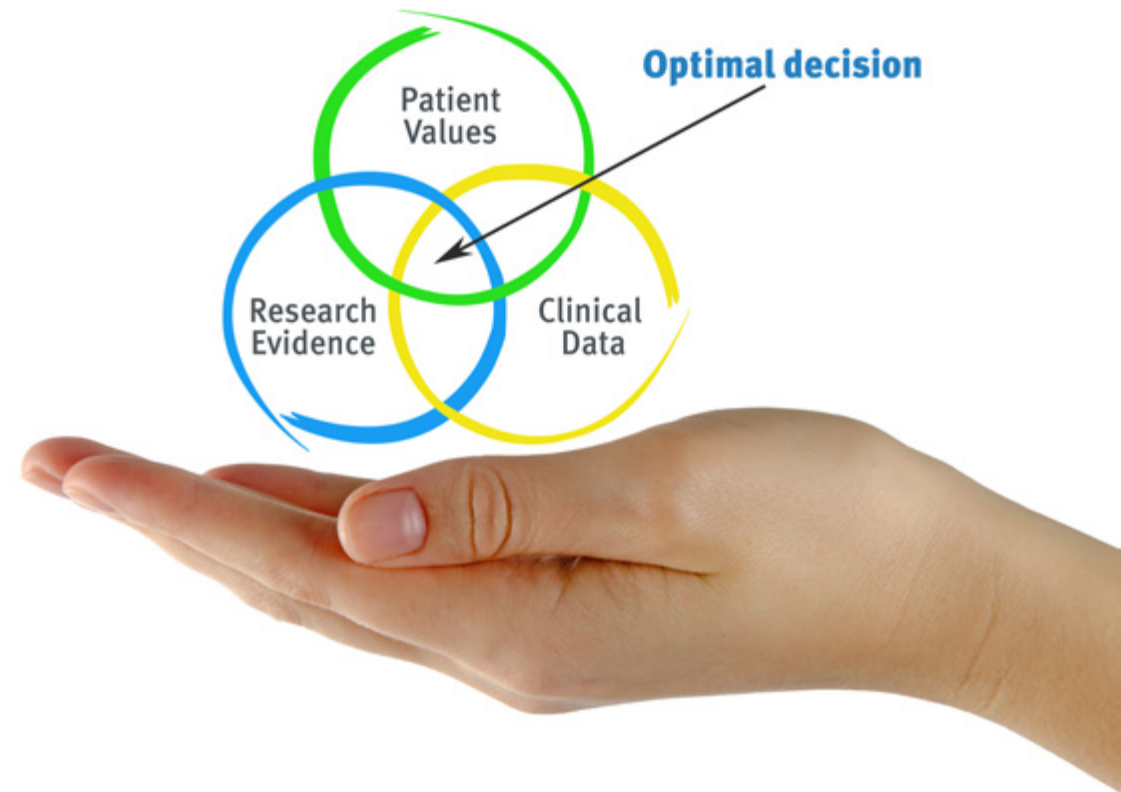
“

*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.*



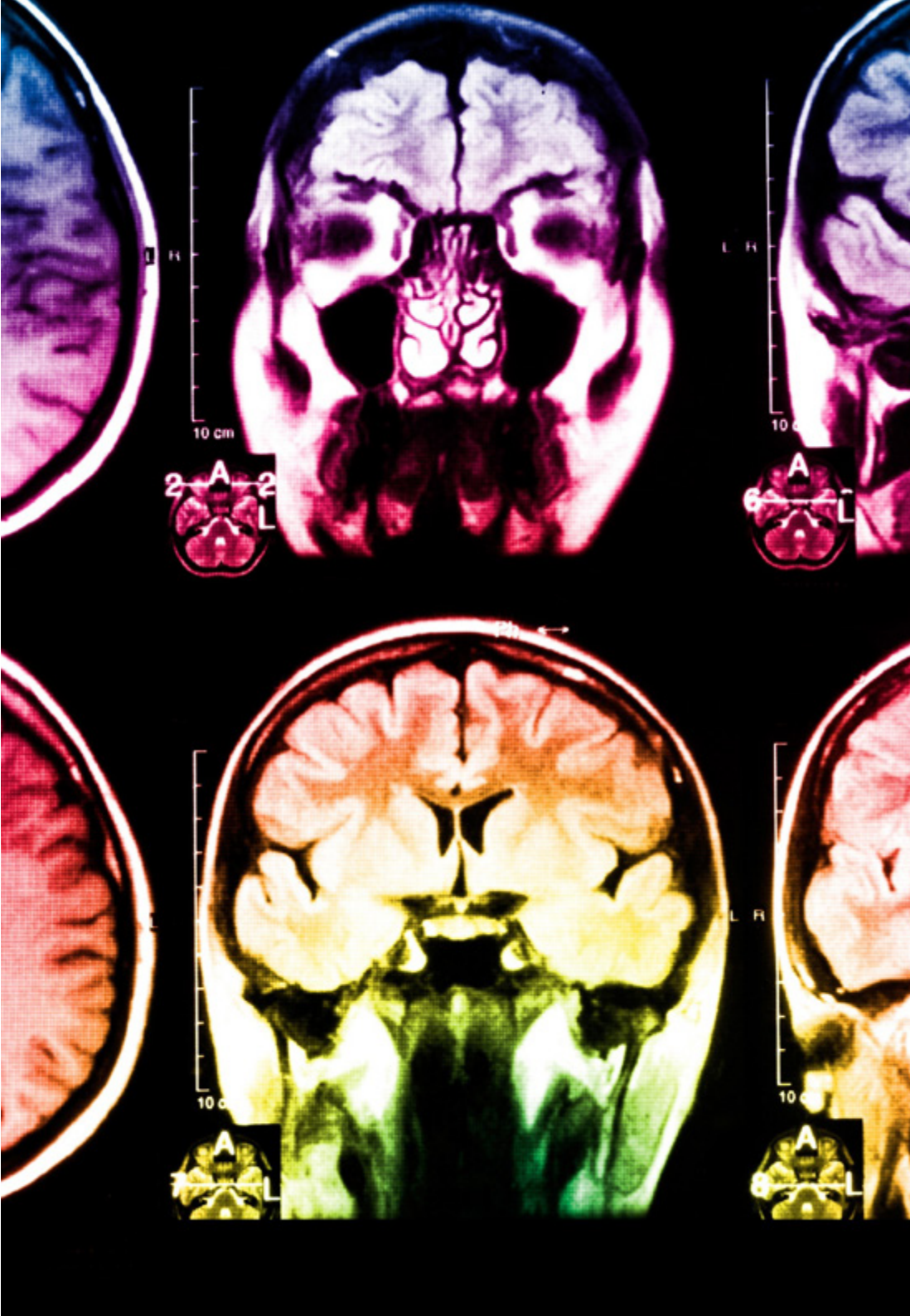
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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

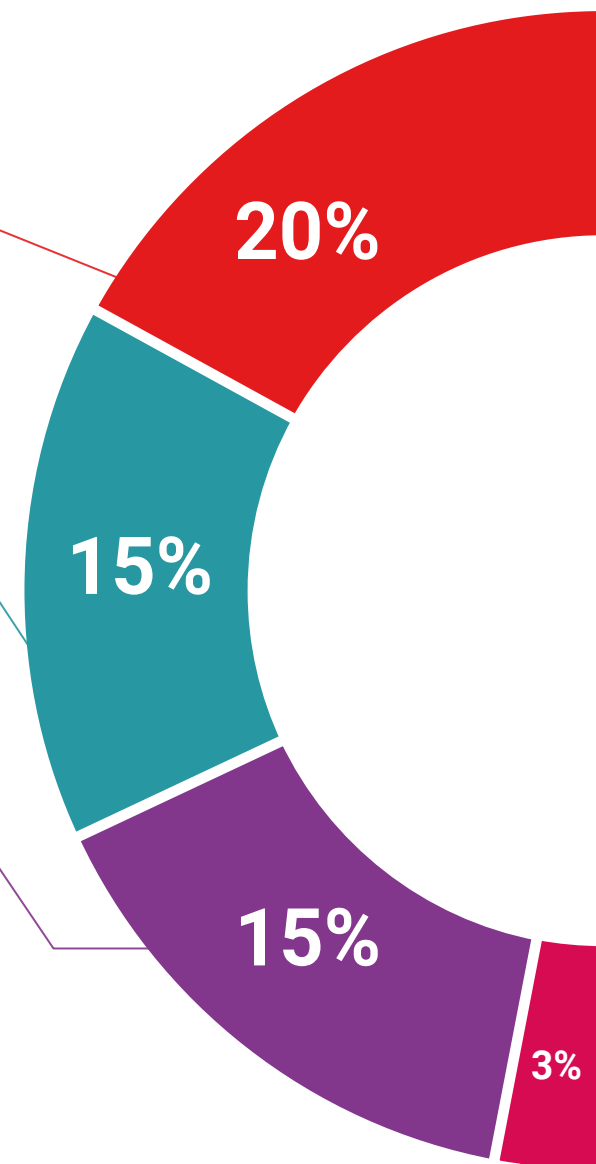
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

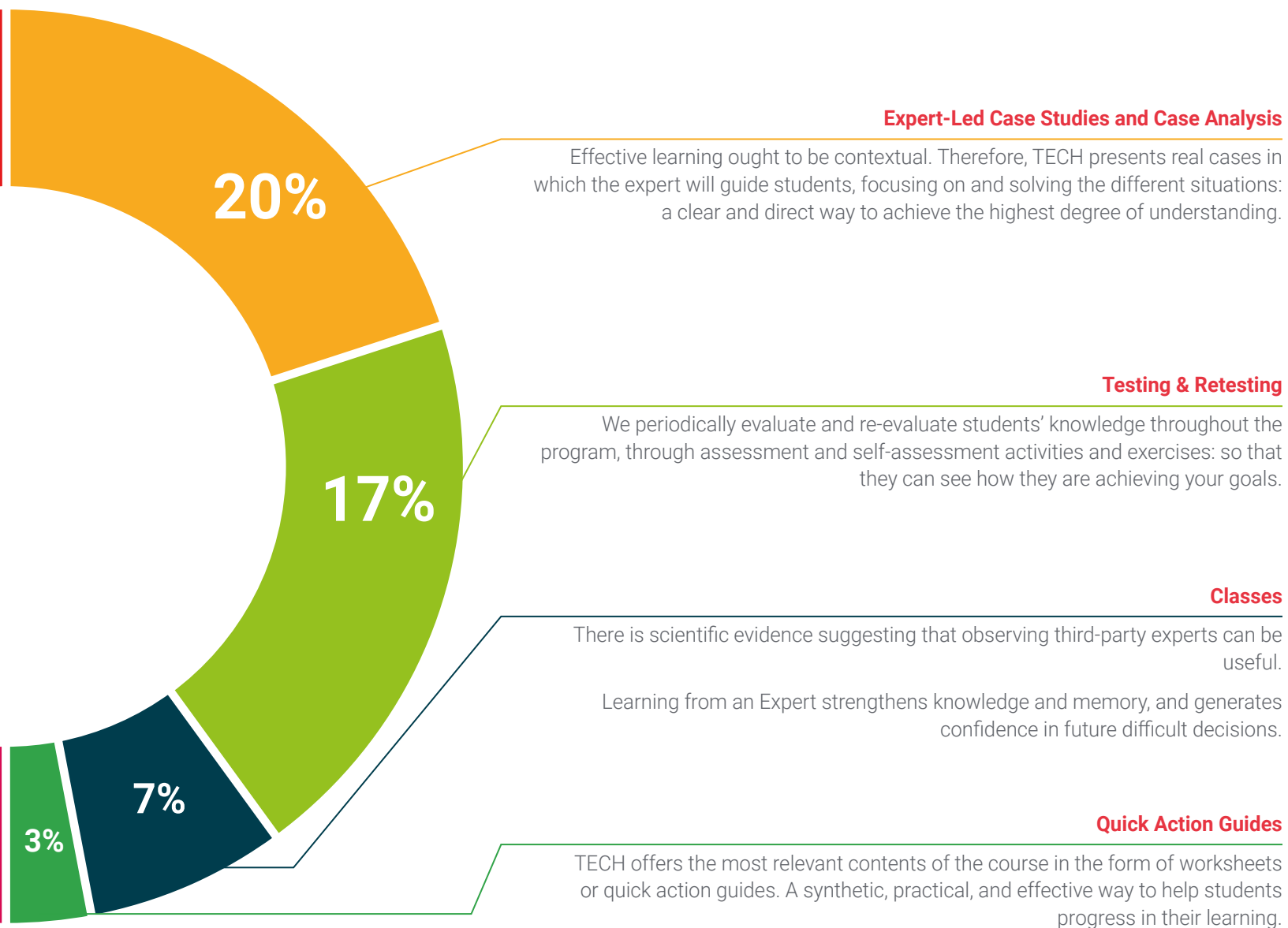
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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.






06

# Certificate

The Postgraduate Diploma in Educational Coaching and Emotional Intelligence guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



A low-angle shot of two black graduation caps against a bright blue sky with wispy white clouds. One cap is in the foreground on the left, and another is slightly behind it to the right. A hand is visible holding the tassel of the cap on the left. The image is partially overlaid by a large red diagonal shape on the right side and a white diagonal shape at the bottom.

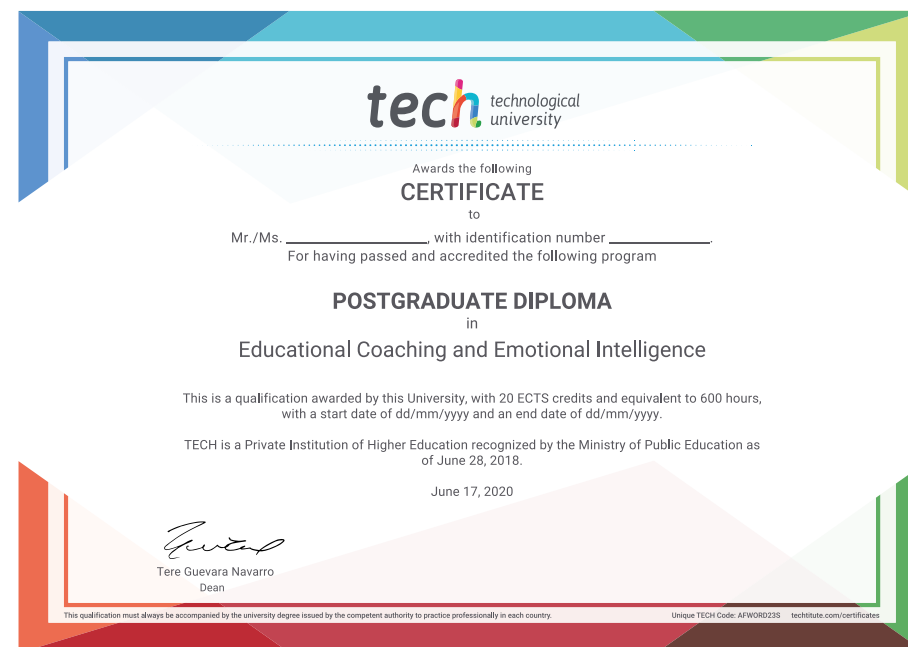
“Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This **Postgraduate Certificate in Educational Coaching and Emotional Intelligence** 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 Certificate**, issued by **TECH Technological University** via tracked delivery\*.

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 professional career evaluation committees.

Title: **Postgraduate Certificate in Educational Coaching and Emotional Intelligence**  
Official N° of Hours: **600 h.**



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

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



## Postgraduate Diploma Educational Coaching and Emotional Intelligence

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

# Postgraduate Diploma

## Educational Coaching and Emotional Intelligence

