

Postgraduate Diploma

Evaluation of the Educational Quality





Postgraduate Diploma Evaluation of the Educational Quality

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-evaluation-educational-quality

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01

Introduction

Working in the educational environment involves the intervention of many professionals, work in many different areas and the participation of numerous interactions that range from teamwork to dealing with the students' families. The implementation of quality control systems is the most important step that professionals working in this field can take. This program has been configured as a tool of maximum qualification that will allow the professional to implement evaluation systems of the quality processes that are developed in the classrooms.





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Acquire with this Postgraduate Diploma, the ability to evaluate quality in the educational system. A complex task, but of primary necessity”

Teaching is a work system in which coordination and synergies between numerous areas are inherent to its organizational developments. This fact is in addition to the large number of people involved in each of its phases.

The management of educational organizations is responsible for implementing and promoting quality systems that seek to ensure the proper functioning of all processes and to ensure their final translation into educational results that please the entire community.

But, in addition, teachers, departmentally and individually, must acquire the responsibility that quality processes require from each member of the educational system.

This Postgraduate Diploma is a high intensity course that offers all professionals in the education sector the most complete learning in the field of quality. With the necessary tools to carry out a quality evaluation that provides the necessary indicators to improve and promote the processes, this program becomes an exceptional opportunity for growth for the students who participate in it.

This **Postgraduate Diploma in Evaluation of the Educational Quality** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical case studies presented by experts
- ♦ 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
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any device with an Internet connection



The most complete learning on quality control systems in education created for professionals who want to stay at the forefront of competitiveness"

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Designed in a practice-focused way, this program will allow you to develop the most interesting innovations in this field in an efficient way”

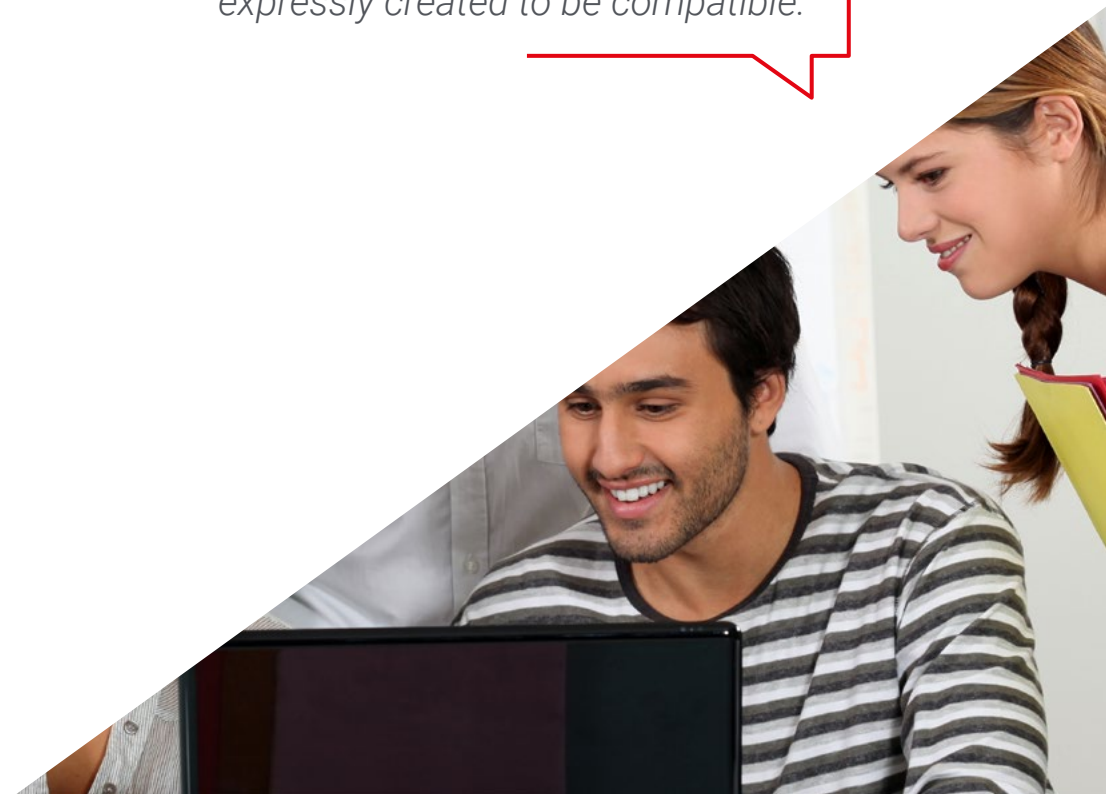
The program's teaching staff includes professionals from sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

The combination of online teaching and total quality you were looking for.

Combine your study with your other occupations with the comfort of a system expressly created to be compatible.



02

Objectives

The proposal is an intensive and complete learning process that will allow you to learn in a very efficient way, optimizing your effort and converting it into results in the shortest possible time. In this course, the professional will have access to the most complete knowledge of the tools for evaluating the quality of educational institutions.





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A program designed to qualify up to date professionals, creating for them a special labor competitiveness”



General Objectives

- ♦ Gain an in depth knowledge of the current socio-educational reality
- ♦ Study the current legislation and legal regime applicable to educational institutions



The current analysis that will give you the most accurate perspective of the current regulatory reality of the Spanish education system"





Specific Objectives

Module 1. Legislation and Legal Regime of Educational Organizations

- ♦ Know the organization of the education system
- ♦ Discover the place of the teaching profession within its field
- ♦ Acquire the tools required for student organization

Module 2. Evaluation of Educational Programs

- ♦ Know and use the terminology specific to the evaluation of educational and training programs
- ♦ Know and apply program evaluation models to socio-educational practice
- ♦ Plan contextualized educational and training program evaluation projects
- ♦ Acquire procedures to be able to evaluate educational and training programs
- ♦ Prepare, interpret, assess and disseminate program evaluation reports

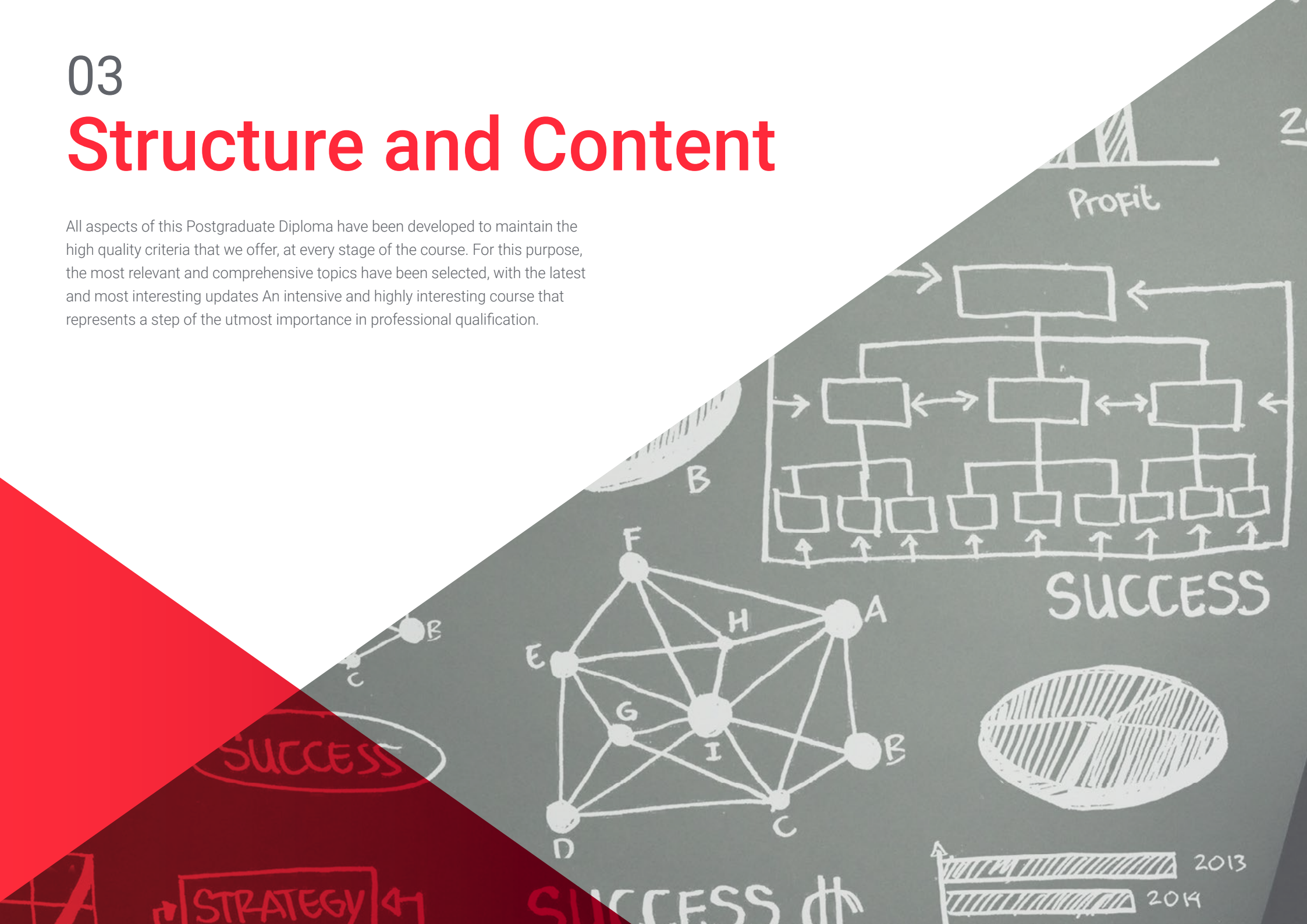
Module 3. Quality Policies in Educational Organizations

- ♦ Understand the importance of participation in school improvement processes
- ♦ Discussing the responsibility of schools in the evaluation and improvement processes
- ♦ Expand knowledge about the historical evolution and approaches to school improvement and quality
- ♦ Analyze the current school context with respect to quality and improvement
- ♦ Further the understanding of the concept of quality of education from different approaches
- ♦ Reflect on the role of quality education as a contemporary educational trend at the international level
- ♦ Analyze the role of international organizations in defining the quality of education

03

Structure and Content

All aspects of this Postgraduate Diploma have been developed to maintain the high quality criteria that we offer, at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates. An intensive and highly interesting course that represents a step of the utmost importance in professional qualification.



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Take a step into the future of education with this current and complete Postgraduate Diploma that will represent a specialization of maximum interest for any educational institution"

Module 1. Legislation and Legal Regime of Educational Organizations

- 1.1. Education in the European Union Framework
 - 1.1.1. General Conceptions of the European Union and Education
 - 1.1.2. The European Higher Education Area and its Elements
 - 1.1.3. Other Educational Systems of the European Union
- 1.2. The Configuration of the Spanish Educational System
 - 1.2.1. The Organization Chart of the Current Educational System: LOE, LOMCE and LOMLOE
 - 1.2.2. Essential Elements of the Education System in Spain
 - 1.2.3. Basic Characteristics of Early Childhood Education and Elementary Education
- 1.3. Fundamental Aspects of School Centers
 - 1.3.1. Calendar and School Timetable
 - 1.3.2. School Building and its Classrooms
- 1.4. Other Essential Ideas About Organization in School Centers
 - 1.4.1. Organization of Students
 - 1.4.2. School Promotion
 - 1.4.3. Attention to Diversity
 - 1.4.4. Mentoring
 - 1.4.5. Evaluation of School Centers
 - 1.4.6. Educational Environment



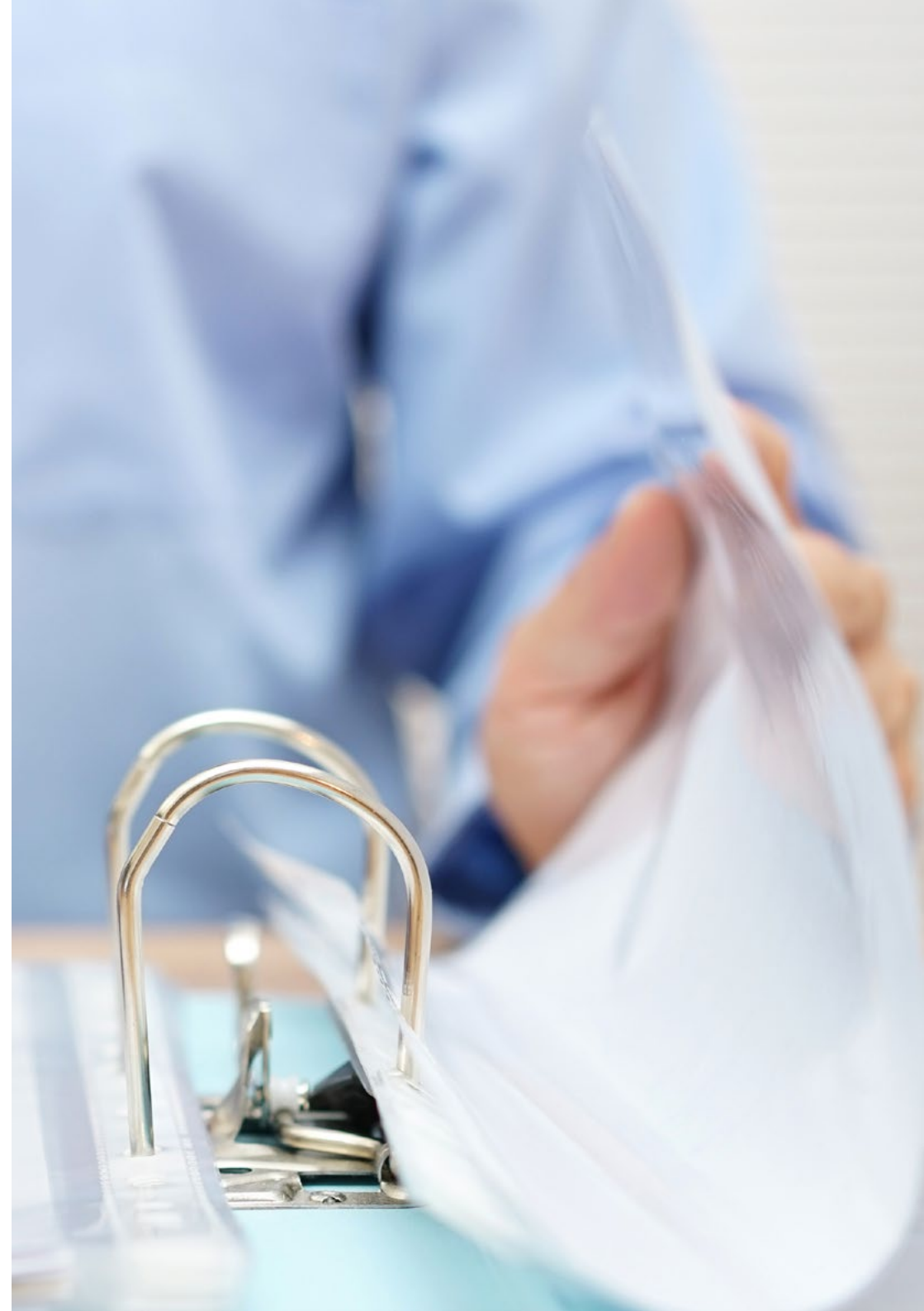
Module 2. Evaluation of Educational Programs

- 2.1. Concept and Program Components. Pedagogical Evaluation
 - 2.1.1. Assessment
 - 2.1.2. Evaluation and Education
 - 2.1.3. Components of Educational Evaluation
- 2.2. Evaluation Models and Methodologies
 - 2.2.1. Standards for Educational Evaluation
 - 2.2.2. Educational Evaluation Models
 - 2.2.3. Evaluation as a Process
- 2.3. Standards for Evaluative Research
 - 2.3.1. General Concept on Standards
 - 2.3.2. Organization and Content of Standards
 - 2.3.3. Reflections on Standards
- 2.4. Principle of Complementarity. Methods and Techniques
 - 2.4.1. Definition of Complementarity Principle
 - 2.4.2. Methodology to Apply the Principle of Complementarity
 - 2.4.3. Complementarity Techniques
- 2.5. Educational Evaluation Techniques and Tools
 - 2.5.1. Educational Evaluation Strategies
 - 2.5.2. Educational Evaluation Techniques and Tools
 - 2.5.3. Examples of Educational Evaluation Techniques
- 2.6. Available Data, Statistics, Files, Indicators. Content Analysis
 - 2.6.1. Conceptualization of Content Analysis
 - 2.6.2. First Methodological Proposals in Content Analysis
 - 2.6.3. Components of Data Analysis
 - 2.6.4. Data Analysis Techniques
- 2.7. Surveys, Questionnaires, Interviews, Observation, Self-reports, Tests and Scales
 - 2.7.1. Concept of Educational Evaluation Tool
 - 2.7.2. Criteria for Selection of Evaluation Tools
 - 2.7.3. Types of Evaluation Techniques and Tools

- 2.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
 - 2.8.1. Initial Assessment Introduction
 - 2.8.2. Needs Analysis
 - 2.8.3. Program Design
- 2.9. Program Development. Formative Evaluation of the Program
 - 2.9.1. Introduction
 - 2.9.2. Formative Evaluation. Development
 - 2.9.3. Conclusions
- 2.10. Conclusion of the Program. Final, Summative Evaluation
 - 2.10.1. Introduction
 - 2.10.2. Final, Summative Evaluation
 - 2.10.3. Conclusions

Module 3. Quality Policies in Educational Organizations

- 3.1. Quality of Education: Discourses, Policies and Practices
 - 3.1.1. Introduction: Quality and Education
 - 3.1.2. Educational Quality and Neoliberalism
 - 3.1.3. Speeches in Educational Policy
 - 3.1.4. Right to Quality Education
- 3.2. Discussions on Quality Education
 - 3.2.1. Introduction
 - 3.2.2. Quality and Public Schools
 - 3.2.3. Dispute over Educational Quality
 - 3.2.4. Conclusions
- 3.3. Contemporary Political Discourses on the Quality of Education at an International Level
 - 3.3.1. Introduction
 - 3.3.2. Discursive Changes in Education
 - 3.3.3. Quality and Economic Development
 - 3.3.4. Human Development Concept
 - 3.3.5. International Discourse on the Quality of Education



- 3.4. Policies, Plans and Programs for the Improvement of Educational Quality
 - 3.4.1. Concept and Background of the School Quality Improvement Movement
 - 3.4.2. Historical Evolution of School Quality
 - 3.4.3. Contributions of School Quality Improvement Policies
 - 3.4.4. Stages of the School Quality Improvement Process
- 3.5. Quality and Educational Evaluation Systems
 - 3.5.1. Introduction: Quality and Evaluation
 - 3.5.1.1. Functions of Quality Evaluation
 - 3.5.1.2. Objects of Quality Evaluation
 - 3.5.1.3. Quality Evaluation Characteristics
 - 3.5.1.4. Inappropriate Use of Quality Evaluation
 - 3.5.2. Quality Indicators
 - 3.5.3. Evaluations in Educational Centers
 - 3.5.4. Conclusions
- 3.6. Perspectives on the Evaluation of Educational Quality
 - 3.6.1. Evaluation as an Agent of Improvement
 - 3.6.2. Global, Integral Evaluation Approach
 - 3.6.3. Potential Risks of the Evaluation
 - 3.6.4. Conclusions
- 3.7. Contemporary Educational Quality Improvement Practices
 - 3.7.1. Educational Quality Policies in Spain
 - 3.7.2. Educational Quality Policies in Ibero-America
 - 3.7.3. Educational Quality Policies in France
- 3.8. Gender Approach and Quality of Education
 - 3.8.1. Gender and Educational Quality
 - 3.8.2. Gender as an Element of Quality
 - 3.8.3. Conclusions
- 3.9. Citizen Approach and Educational Quality
 - 3.9.1. Citizen Involvement and Improvement of the Quality of Education
 - 3.9.2. Democracy and Quality
 - 3.9.3. Conclusions
- 3.10. University and Educational Quality
 - 3.10.1. University Quality: Concept and Dimensions
 - 3.10.2. Mass University
 - 3.10.3. Educational Actors around Quality
 - 3.10.4. Research, Quality and University
 - 3.10.5. Conclusions



Learn easily through a structured curriculum with a quick and effective impact objective"

04

Methodology

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

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





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

At TECH Education School we use the Case Method

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

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



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

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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

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

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

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

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

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



Quick Action Guides

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



05

Certificate

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





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

This **Postgraduate Diploma in Evaluation of the Educational Quality** 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 diploma 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 Evaluation of the Educational Quality**
Official N° of hours: 450 h.



*Apostille Convention. In the event that the student wishes to have their paper diploma 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
development languages
virtual classroom



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