Postgraduate Diploma

Planning and Financial Management of Projects

tech technological university

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Postgraduate Diploma
Planning and Financial Management of Projects

- 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-planning-financial-management-projects**

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01

Introduction

Financial management consists of determining the economic and human resources needed to carry out a project and calculating the cost involved. It also includes the monitoring and control of income and expenses, of the costs that are generated as the project is executed, so that possible deviations can be detected and the necessary decisions can be taken to adjust them.

This Postgraduate Diploma in Planning and Financial Management of Projects generates a sense of confidence when fulfilling your role in your profession, which will help you to grow both on a personal and professional level"

Planning and control are interdependent concepts, meaningless without each other. In an organization, an information system must be developed that goes from what was foreseen through planning to reality, and from reality, based on deviations, back to planning for revision in a process of learning and continuous improvement, thus closing the business cycle. Planning and management control are mutually intertwined concepts: It is difficult to achieve some objectives if their management is not previously planned, it is difficult to achieve the planned objectives if their realization is not controlled.

In the planning process, the objectives, goals and targets to be achieved in both the short and long term are set. In most cases, these expectations will be supported by strategies, action plans and resource allocation; however, it is necessary to specify, in numbers, the progress and achievement of these objectives. The budget allows us, through figures, to make known in a secure language what results we are really going to obtain if we comply with what we have planned. In other words, certain qualitative or subjective aspects of the achievements to be reached are transformed into totally measurable and clear aspects, in such a way that first, a numerical economic vision of them is obtained, and second, the required contribution of each member of the organization is determined. (Ministry of Development).

This Postgraduate Diploma in Planning and Financial Management of Educational Projects, introduces the student to the different technological projects that we can face in the field of virtual reality, augmented reality, mixed, artificial intelligence, robotics. Methodological projects such as gamification, flipped classroom, design thinking, project-based learning, educational coaching. Projects of values such as emotional education, bullying, gender violence, but also projects based on evidence and its phases, artistic, health, sports, language, excellence and other projects.

This program specializes students in situational analysis and educational problems, diagnostic exploration, educational indicators, different problems at the educational, infrastructure, socioeconomic, administrative and institutional levels.

This **Postgraduate Diploma in Planning and Financial Management of Projects** contains the most complete and up-to-date program on the market. The most important features include:

- Development of case studies presented by experts in planning and economic-financial management of educational projects. 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
- News on visual disturbances and school performance
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- With special emphasis on innovative methodologies in Planning and Financial Management of Educational Projects
- 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 Planning and Financial Management of Projects"

This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Planning and Financial Management of Projects, you will obtain a Postgraduate Diploma from TECH Technological University"

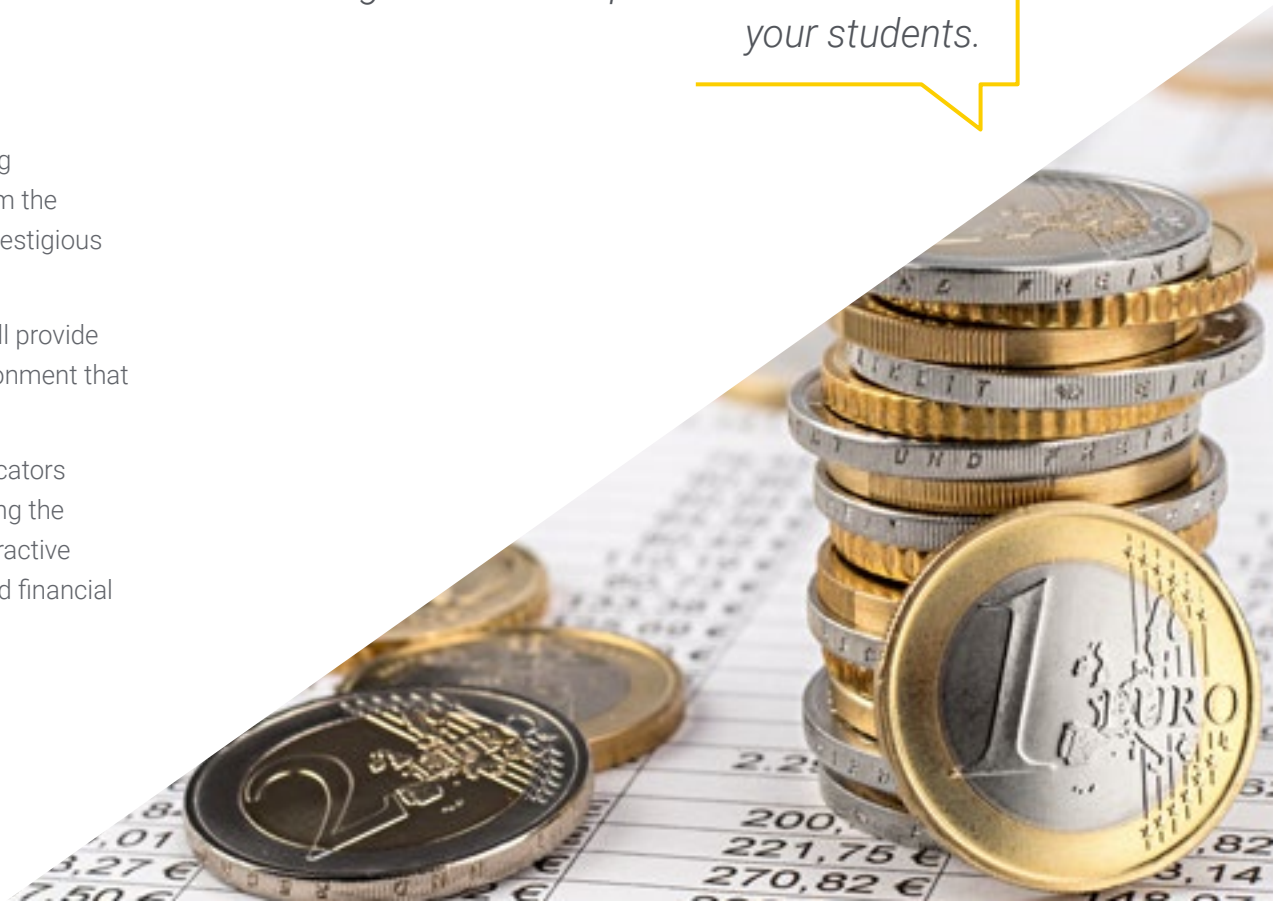
Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Take the opportunity to learn about the latest advances in Project Planning and Financial Management and improve the education of your students.

It includes in its teaching staff professionals belonging to the field of planning and financial management of educational projects that pour into this program the experience of their work, in addition to recognized specialists belonging to prestigious reference societies and 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 an immersive program to learn in real situations.

This program is designed around Problem-Based Learning, whereby the Educators must try to solve the different professional practice situations that arise during the course. For this purpose, the educators will be assisted by an innovative interactive video system developed by recognized experts in the field of the planning and financial management of educational projects, with extensive teaching experience.



02

Objectives

This Postgraduate Diploma in Planning and Financial Management of Projects is aimed at facilitating the performance of professionals dedicated to working in the educational field.

This Postgraduate Diploma is designed to help you update your knowledge in Planning and Financial Management of Projects, with the use of the latest educational technology, to contribute with quality and confidence to the decision making and monitoring of your students"

General Objectives

- Know the most important elements of the educational project
- Specialize people in the educational field in order to improve the educational projects they use, or to develop an innovative project of their own creation or based on evidence
- Study each of the phases of programming and implementation of an educational project
- Analyze the essential factors to be taken into account in the programming and implementation of an educational project
- Get a global view of the whole process and not just a biased position
- Understand the role of each of the educational agents in each phase of the programming and implementation of the educational project
- Delve into the essential success factors of the educational project
- Become an expert to lead or participate in a quality educational project

Take advantage of the opportunity and take the step to get up to date on the latest developments in planning and financial management of projects"

Specific Objectives

Module 1. Types of Educational Projects

- Know the most common types of educational projects in schools
- Discover the most innovative educational projects of the moment
- Understand the variety of programming and implementation possibilities with regards to educational projects
- Analyze the most common and innovative educational projects in the technological field
- Study educational projects based on the most innovative methodologies
- Understand value-centered educational projects that improve various factors of the teaching-learning process
- Determine the concept of Evidence-Based Projects

Module 2. Benefits of Implementing an Educational Project

- Learn how to develop an evidence-based project in all its phases
- Learn about the most important and innovative artistic educational projects
- Discover the most necessary educational projects in the health field in an educational center
- Analyze educational sports projects that may be of interest to the centers
- Understand the types of educational language learning projects

Module 3. Planning and Financial Management of Educational Projects

- Understand the most important educational marketing terms
- Know the basic aspects necessary for efficient advertising of an educational project
- Discovering the need for marketing in the implementation of an educational project in a center
- Analyze the commercial planning process
- Learn the necessary phases for the analysis, establishment of objectives, design of strategies and evaluation related to the marketing area of the educational project
- Research market and customer segmentation
- Identify customer needs to design an effective and realistic marketing plan
- Develop the appropriate techniques for positioning and building the personal brand

Module 4. Marketing and Advertising of an Educational Project

- Delve into advertising creativity in educational projects
- Learn how to create advertisements in the digital environment
- Analyze all necessary areas in the field of marketing and advertising as they relate to educational offerings
- Discover the most important social networks to be used in the marketing and advertising of the educational project
- Know the process of using each one of them to reach optimum efficiency
- Investigate the phases of development of advertising campaigns of the educational project
- Learn how to create and manage marketing strategies for service companies
- Understand all the necessary areas related to marketing strategies
- Analyze the process of evaluating the profitability of campaigns

03

Course Management

The program's teaching staff includes leading experts in planning and financial management of projects, who contribute their vast work experience this educational program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

Learn the latest advances in procedures in planning and financial management of projects from leading professionals"

Management

Mr. Pattier Bocos, Daniel

- Positions: Specialist in educational innovation
- Researcher and university lecturer at the Faculty of Education at Complutense University of Madrid
- Finalist for Best Teacher in Spain at the Educa Abanca Awards

Professors

Mr. Lozano Morote, María

- Positions: Diploma in Managing Educational Projects
- Lawyer, MBA, mediator and expert in educational project management
- She currently works as an educational project manager for a Spanish educational foundation

Mr. Ortiz Gómez, Juan Saunier

- Positions: Professors Specialist in educational leadership in centers undergoing change and innovation
- Expert in management and direction of educational centers
- Secondary and high school teacher, with experience as general director of an educational center

Ms. Martin Arteaga, Andrea Carolina

- Positions: Community Manager specialized in Market Research
- Curricular Doctorate in Pedagogical Sciences. Latin American and Caribbean Pedagogical Institute (IPLAC). "UBEVISTA Identity"
- Degree in Advertising and Public Relations. University of Zulia
- Diploma in University Education. Latin American and Caribbean Pedagogical Institute
- Cuba-Venezuela Agreement (IPLAC)
- Specialty in Photography, Julio Arraga National School of Plastic Arts

cost
profit
150
112.5
75
37.5
0
2010
2011
2012
2013
2014
2015
profit
cost

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.

This Postgraduate Diploma in Planning and Financial Management of Projects, contains the most complete and up-to-date scientific program on the market"

Module 1. Types of Educational Projects

1.1. Technological Projects
- 1.1.1. Virtual Reality
- 1.1.2. Augmented Reality
- 1.1.3. Mixed Reality
- 1.1.4. Digital Whiteboards
- 1.1.5. iPad or Tablet Project
- 1.1.6. Cell Phones in the Classroom
- 1.1.7. Educational Robotics
- 1.1.8. Artificial Intelligence
- 1.1.9. E-learning and Online Education
- 1.1.10. 3D Printing

1.2. Methodological Projects
- 1.2.1. Gamification
- 1.2.2. Game-Based Education
- 1.2.3. Flipped Classroom
- 1.2.4. Project-Based Learning
- 1.2.5. Problem-Based Learning
- 1.2.6. Thought-Based Learning
- 1.2.7. Skill-Based Learning
- 1.2.8. Cooperative Learning
- 1.2.9. Design Thinking
- 1.2.10. Montessori Methodology
- 1.2.11. Musical Pedagogy
- 1.2.12. Educational Coaching

1.3. Value Projects
- 1.3.1. Emotional Education
- 1.3.2. Anti-Bullying Projects
- 1.3.3. Projects to Support Associations
- 1.3.4. Projects in Favor of Peace
- 1.3.5. Projects in Favor of Stopping Discrimination
- 1.3.6. Solidarity Projects
- 1.3.7. Projects Against Gender Violence
- 1.3.8. Inclusion Projects
- 1.3.9. Intercultural Projects
- 1.3.10. Coexistence Projects

1.4. Evidence-Based Projects
- 1.4.1. Introduction to Evidence Based Projects
- 1.4.2. Previous Analysis
- 1.4.3. Determining the Objective
- 1.4.4. Scientific Research
- 1.4.5. Choosing a Project
- 1.4.6. Local or National Contextualization
- 1.4.7. Viability Study
- 1.4.8. Implementation of Evidence-Based Projects
- 1.4.9. Monitoring of Evidence-Based Projects
- 1.4.10. Evaluation of Evidence-Based Projects
- 1.4.11. Publication of Results

1.5. Artistic Projects
- 1.5.1. The Opera as a Learning Vehicle
- 1.5.2. Theater
- 1.5.3. Musical Projects
- 1.5.4. Choirs and Orchestras
- 1.5.5. Projects on the Infrastructure of the Center
- 1.5.6. Visual Art Projects
- 1.5.7. Design Technology Art Projects
- 1.5.8. Decorative Art Projects
- 1.5.9. Street Projects
- 1.5.10. Projects Centered on Creativity

1.6. Sanitary Projects
- 1.6.1. Nursing Services
- 1.6.2. Healthy Eating Projects
- 1.6.3. Dental Projects
- 1.6.4. Ophthalmic Projects
- 1.6.5. First Aid Plan
- 1.6.6. Emergency Plan
- 1.6.7. Projects with External Health Framework Entities
- 1.6.8. Personal Grooming Projects

1.7. Sports Projects
- 1.7.1. Construction or Remodeling of Playgrounds
- 1.7.2. Construction or Remodeling of Sports Facilities
- 1.7.3. Creation of Sports Clubs
- 1.7.4. Extracurricular Classes
- 1.7.5. Individual Sports Projects
- 1.7.6. Collective Sports Projects
- 1.7.7. Sports Competitions
- 1.7.8. Projects with External Sports Entities
- 1.7.9. Projects for the Generation of Healthy Habits

1.8. Language Projects
- 1.8.1. On-site Language Immersion Projects
- 1.8.2. Local Language Immersion Projects
- 1.8.3. International Language Immersion Projects
- 1.8.4. Phonetic Projects
- 1.8.5. Conversation Assistants
- 1.8.6. Native Teachers
- 1.8.7. Preparation for Official Language Exams
- 1.8.8. Projects to Encourage Language Learning
- 1.8.9. Exchange Projects

1.9. Excellence Projects
- 1.9.1. Reading Improvement Projects
- 1.9.2. Calculation Improvement Projects
- 1.9.3. Foreign Language Improvement Projects
- 1.9.4. Collaboration with Prestigious Entities
- 1.9.5. Competitions and Prizes
- 1.9.6. Projects for External Evaluation
- 1.9.7. Connection with Businesses
- 1.9.8. Preparation for Standardized Tests of Recognition and Prestige
- 1.9.9. Excellence Projects in Culture and Sport
- 1.9.10. Advertising

1.10. Other Innovation Projects
- 1.10.1. Outdoor Education
- 1.10.2. Youtubers and Influencers
- 1.10.3. Mindfulness
- 1.10.4. Peer Tutoring
- 1.10.5. RULER Method
- 1.10.6. School Gardens
- 1.10.7. Learning Community
- 1.10.8. Democratic School
- 1.10.9. Early Stimulation
- 1.10.10. Learning Corners

Module 2. Benefits of Implementing an Educational Project

2.1. For the Center as an Institution: Identity, Style and Presence
- 2.1.1. Groups that Make Up a School: The Institution, Students and their Families, Educators
- 2.1.2. The Educational Project Is a Living Reality
- 2.1.3. Defining Dimensions of the Educational Project
  - 2.1.3.1. Towards Tradition. Self-Identity/Character, Mission
  - 2.1.3.2. Towards the Future. The Style, The Vision
  - 2.1.3.3. The Tradition-Future Bond: Presence, Values
- 2.1.4. Honesty and Consistency
- 2.1.5. Identity. The Up-to-Date Development of Its Mission (own character)
- 2.1.6. Style. From the Image of What You Want to Do (Vision) To the Way You Want to Do It
- 2.1.7. Presence. The Practical Realization of Values
- 2.1.8. The Three Dimensions of the Educational Project as Strategic Referents

2.2. For Students and Their Families.
- 2.2.1. The Image of the Center Says a Lot About Its Educational Project
- 2.2.2. Relational Dimensions of the Educational Project
  - 2.2.2.1. Towards the Internal Addressees of the Educational Action: The Students
  - 2.2.2.2. Towards the External Partners of the Educational Action: The Families
- 2.2.3. Communication and Consistency
- 2.2.4. Essential Communicative Dimensions of an Educational Project
- 2.2.5. Identity. A Well-Founded, Comprehensive Education, Rooted in Tradition

2.2.6. Style. The Learning of Knowledge and Skills in the Field of Character Development.
2.2.7. Presence. The Education of Today's Citizens with an Imprint
2.2.8. The Three Dimensions of the Educational Project as the Basis of School Marketing
2.2.9. Client Relationships and Membership

2.3. For Educators: Teachers and Other Personnel
2.3.1. Educators as Stakeholders
2.3.2. Educators, the Cornerstone of an Educational Project
2.3.3. Human Capital, Social Capital and Decision-Making Capital
2.3.4. The Indispensable Participation of Educators in Shaping the Educational Project
2.3.5. Climate and Consistency
2.3.6. Project, Change and People: It Is Not Possible to Regulate All Three
2.3.7. Identity. Clarity of Educational Intentions and Educator Identity
2.3.8. Style. Formation of a Form of Presence, Methodological Principles and Common Didactic Practices
2.3.9. Presence. Establishment of educational priorities, organizational structures, training needs, etc.
2.3.10. The Three Dimensions of the Educational Project as the Core of Human Resources Management

2.4. For the Motor impulse of the Center. 1: Improved Management Style
2.4.1. Main Drivers of a School: Management Style, Leaders and Collective Alignment
2.4.2. Educational Project and Management of the Center
2.4.3. The Leading Manager as a Moral Reference
2.4.4. The Managerial Style as a Pedagogical Reference
2.4.5. Is It Possible to Speak of a Management Project?
2.4.6. Elements of Management Style Dependent on the Educational Project
2.4.6.1. Organizational Structures
2.4.6.2. Management Style
2.4.6.3. The Possibility of Other Leaderships
2.4.6.4. Forms of Participation and Delegation
2.4.7. Adaptation of Organizational Structures to the Identity, Style and Presence of the Center.
2.4.8. The Gradual Development of a Local Management Culture

2.5. For the Motor Impulse of the Center: 2. Generation of Leaders
2.5.1. Managers as Leaders
2.5.2. The Three Capitals of the Leader -Human, Social and Decisional- And the Educational Project
2.5.3. Bringing Talent to the Surface
2.5.4. Capability, Commitment and Service
2.5.5. Educational Project, Organizational Flexibility and Leadership
2.5.6. Educational Project, Innovation Processes and Leadership
2.5.7. Educational Project, Creativity and Leadership
2.5.8. Towards a Teaching Function in the Key of Leadership
2.5.9. Educating Leaders

2.6. For the Impulse of the Center: 3. Alignment with the Mission-Vision-Values
2.6.1. The Need for Alignment
2.6.2. Main Obstacles for Alignment
2.6.3. The Leader as an Aligner
2.6.4. Lifelong Learning as an Educator: The Development of Own Lines of Competences
2.6.5. From the Teaching Backpack to Shared Teaching Habits
2.6.6. Educational Project and Development of a Professional Teaching Culture
2.6.7. Having Resources for Authentic Assessment
2.6.8. Assessment of the Quality of the Educational Service
2.6.8.1. Local Reality
2.6.8.2. Systemic Nature
2.6.8.3. Absolute Priority of Teaching-Learning Activities

2.7. For Educational Advancement: 1. Adaptation to the Students, to Active Methodologies and to the Demands of the Environment
- 2.7.1. The Importance of Educational Goals
- 2.7.2. The Importance of Scientific Knowledge on How We Learn
- 2.7.3. How Does the Evolution of a Center Manifest Itself?
- 2.7.4. Concentration on Growth Processes
- 2.7.5. Focus on Systematic Learning Processes
- 2.7.6. Prioritization of Active Methodologies: What Matters Is Learning
- 2.7.7. Prioritization of Situated Learning
- 2.7.8. Adequacy to the Demand of the Environment
- 2.7.9. Beyond Current Needs: An Educational Project With a "Vision for the Future"
- 2.7.10. Educational Project and Operational Research

2.8. For Educational Advancement. 2. Improvement of the Living, Learning and Working Environment. Sustainability
- 2.8.1. The Educational Project as the Basis for an Adequate School Climate
- 2.8.2. Educational Project and Coexistence
- 2.8.3. Educational Project and Learning Style
- 2.8.4. Educational Project and Work Organization
- 2.8.5. Management Support
- 2.8.6. The Sustainability of Work in an Educational Center
- 2.8.7. Elements of Sustainability
  - 2.8.7.1. The Center's Strategic Plan
  - 2.8.7.2. Practical Quality Indicators
  - 2.8.7.3. The Global Assessment System
  - 2.8.7.4. The Educational Tradition of the Company

2.9. For Educational Advancement. 3. Relationship with the Environment, Other Centers in the Area or in the Same Network.
- 2.9.1. Have your Own Profile and a Recognizable Voice in the Environment.
- 2.9.2. Opening up to the Surrounding Reality
  - 2.9.2.1. Knowing the Environment
  - 2.9.2.2. Interacting with It
- 2.9.3. Identification With Other Centers in the Same Institution or Area.
- 2.9.4. From Peer-To-Peer Classroom Learning to Center-To-Center Learning
- 2.9.5. Shared Experiences
- 2.9.6. Institutional Framework Project and Own Educational Project
  - 2.9.6.1. The Common Framework
  - 2.9.6.2. Different Needs and Sensitivities
  - 2.9.6.3. What Does the Global-Local Dialectic Bring to Our Own Educational Project
- 2.9.7. Own Educational Project and Legal Framework

2.10. For Educational Advancement. 4. Deepening of the Ideology and Style
- 2.10.1. Ideology, Mission, Character. Three Complementary Terms
- 2.10.2. The Mission Statement Underlies the Basic Lines of the Educational Project.
- 2.10.3. The Educational Project Develops the Specific Character
- 2.10.4. Alignment Between the Educational Project and the Ideology
- 2.10.5. Shaping a Style of Doing and Reflecting in Education
- 2.10.6. Updates to the Educational Project Update the Perspective From Which New Realities Are Addressed
- 2.10.7. It Is Necessary to Return Periodically to Reflect on the Fundamentals
- 2.10.8. Ideology, Educational Project and Transmission of an Educational Tradition

Module 3. Planning and Financial Management of Educational Projects

3.1. Situation Analysis and Educational Problems
- 3.1.1. Diagnostic Examination
- 3.1.2. Educational Indicators
- 3.1.3. The Educational Problem
- 3.1.4. Infrastructure Problems
- 3.1.5. Socio-Economic Problems
- 3.1.6. Administrative and Institutional Problems
- 3.1.7. Environmental Problems
- 3.1.8. Historical-Cultural Problems
- 3.1.9. Cause-Effect Analysis
- 3.1.10. D.A.F.O. Analysis

3.2. Introduction to the Planning and Economic-Financial Management of Educational Projects.
- 3.2.1. Project Preparation and Assessment
- 3.2.2. Decision-Making Associated with a Project
- 3.2.3. Typology of Projects
- 3.2.4. Project Assessment
- 3.2.5. Social Assessment of Projects
- 3.2.6. Projects in Development Planning
- 3.2.7. Scope of the Project Study
- 3.2.8. The Technical Study of the Project
- 3.2.9. Market Research
- 3.2.10. Organizational and Financial Study

3.3. Economic Structure and Market Research Educational
- 3.3.1. Market Structure
- 3.3.2. Demand for Educational Product
- 3.3.3. Pricing
- 3.3.4. The Offer
- 3.3.5. The Project Market
- 3.3.6. Objective and Stages of the Market Study
- 3.3.7. The Consumer
- 3.3.8. Commercial Strategy
- 3.3.9. Analysis of the Medium
- 3.3.10. The Demand

3.4. Projection and Cost Estimation Techniques
- 3.4.1. The Projection
- 3.4.2. Projection Methods
- 3.4.3. Qualitative and Causal Methods
- 3.4.4. Time Series Model
- 3.4.5. Cost Information
- 3.4.6. Differential and Future Costs
- 3.4.7. Relevant Cost Elements
- 3.4.8. Short-Term Cost Functions
- 3.4.9. Cost-Volume-Utility Analysis
- 3.4.10. Accounting costs and V.A.T. (Value Added Tax) cost. (Value Added Tax)

3.5. Economic Background for Technical Study and Sizing
- 3.5.1. Scope of the Study and Production Process
- 3.5.2. Economies of Scale
- 3.5.3. Lange Model
- 3.5.4. Investments in Equipment
- 3.5.5. Personal Balance and Choice of Technological Alternatives
- 3.5.6. Factors Influencing Project Size
- 3.5.7. Size Economy
- 3.5.8. Size Optimization
- 3.5.9. Size of a Project With a Growing Market
- 3.5.10. Size of a Project With Constant Demand

3.6. Location Decisions and Organizational Economic Effects
- 3.6.1. Study and Location Factors
- 3.6.2. Non-Quantifiable Factor Evaluation Methods
- 3.6.3. Qualitative Point Method
- 3.6.4. Brown and Gibson's Method
- 3.6.5. Net Present Value Maximization
- 3.6.6. The Study of the Project Organization
- 3.6.7. The Economic Effects of Organizational Variables
- 3.6.8. Investment in Organization
- 3.6.9. Administrative Operation Costs
- 3.6.10. Relevance of Administrative Systems in Project Preparation and Appraisal

3.7. Project Benefits and Construction of Cash Flows
- 3.7.1. Types of Benefits
- 3.7.2. Scrap Values
- 3.7.3. Pricing Policies
- 3.7.4. Profitability Analysis for Pricing
- 3.7.5. Elements of Cash Flow
- 3.7.6. Structure of a Cash Flow
- 3.7.7. Investor Cash Flow
- 3.7.8. Cash Flows from Projects in Operating Companies
- 3.7.9. EBITDA
- 3.7.10. Other Considerations

3.8. Project Assessment Criteria and Discount Rate
- 3.8.1. Net Present Value (NPV) Approach
- 3.8.2. The Internal Rate of Return Criterion (IRR)
- 3.8.3. Other Decision Criteria
- 3.8.4. Effects of Inflation on Project Appraisal
- 3.8.5. The Cost of Capital
- 3.8.6. The Cost of Debt
- 3.8.7. The Cost of Equity
- 3.8.8. Capital Asset Pricing Model for Determining the Cost of Equity
- 3.8.9. Average Company Rate Versus CAPM
- 3.8.10. The Agency Problem

3.9. Risk and Sensitivity Analysis
- 3.9.1. Preliminary Considerations
- 3.9.2. One-Dimensional Model of NPV Sensitization
- 3.9.3. Multidimensional NPV Sensitization Model, Monte Carlo Simulation
- 3.9.4. Uses and Abuses of Sensitivity
- 3.9.5. Project Preparation and Social Assessment
- 3.9.6. Social Costs and Benefits
- 3.9.7. Incidence of Indirect Effects or Externalities
- 3.9.8. Incidence of Intangible Effects
- 3.9.9. Incidence of the Social Discount Rate
- 3.9.10. Private and Social Assessment

Module 4. Marketing and Advertising of an Educational Project

4.1. Introduction to Marketing
- 4.1.1. Introduction to Marketing
- 4.1.2. Marketing Needs
- 4.1.3. The Evolution of the Concept of Marketing
- 4.1.4. New Trends in Marketing
- 4.1.5. From Transactional Marketing to Relationship Marketing
- 4.1.6. Corporate Social Responsibility
- 4.1.7. Marketing
  - 4.1.7.1. Marketing 1.0
  - 4.1.7.2. Marketing 2.0
  - 4.1.7.3. Marketing 3.0
  - 4.1.7.4. Marketing 4.0
- 4.1.8. Holistic Marketing

4.2. Commercial Planning
- 4.2.1. Corporate Strategic Planning and Marketing Planning
- 4.2.2. Marketing Plan in the Company
- 4.2.3. Phase 1: Analysis of the Situation
  - 4.2.3.1. Market Analysis
  - 4.2.3.2. Microenvironment
  - 4.2.3.3. Macroenvironment
  - 4.2.3.4. Internal Analysis

4.2.4. Phase 2: Establishment of Objectives
4.2.5. Phase 3: Designing Strategies
4.2.5.1. The Product
4.2.5.2. The Price
4.2.5.3. Distribution
4.2.5.4. Communication.
4.2.6. Phase 4: Assessment, Organization, Implementation and Strategy Control
4.2.6.1. Assessment of the Commercial Strategy
4.2.6.2. Organization of the Marketing Department and Implementation of the Commercial Strategy
4.2.6.3. Commercial Strategy Control (Feedback)

4.3. Market and Customer Segmentation
4.3.1. Improve the Effectiveness of Marketing Actions by Means of Correct Customer Segmentation
4.3.2. Differentiate Campaign Leads to Target Efforts to Those Who Will Buy the Products.
4.3.3. Select the Markets and Audiences That Best Fit Your Company's Products/ Services and Characteristics
4.3.4. Identify Your Customers' Needs and Design an Effective Marketing Mix to Meet Those Needs
4.3.5. Obtain a Highly Competitive Advantage and Generate Growth Opportunities for Your Company.
4.3.6. Know Which Variables Should Be Part of My Segmentation Program.
4.3.7. What Are the Benefits of Implementing a Segmentation Program?
4.3.8. Incorporate Segmentation Into the Company's Sales and Marketing Process.

4.4. Positioning and Personal Brand Building
4.4.1. How Is the So-Called Brand Value Generated
4.4.2. Keys to Proper Online and Offline Brand Management
4.4.3. Elements That Make up the Trademark and What Characteristics They Must Meet
4.4.4. Characteristics, Advantages and Disadvantages of the Different Existing Strategies for Brand Management
4.4.5. Appropriate Strategies to Improve the Positioning of the Product or Service Through the Brand and Its Communication.

4.5. Advertising Creativity and a New Form of Communication in the Company
4.5.1. What Is Creativity and What Are the Best Conditions to Create
4.5.2. What Does It Take to Get to the Idea
4.5.3. How Does the Advertising Creative's Thinking Work
4.5.4. How Is an Advertising Message Structured
4.5.5. How to Generate *Publicity*
4.5.6. How to Create Ads in the Digital Sphere
4.5.7. What Are the Main Reasons Why It Is Necessary to Have a Brand
4.5.8. What Are the Differences Between the Logo and the Brand

4.6. Educational Offer
4.6.1. The Educational Project
4.6.2. Ideology
4.6.3. Extra Services
4.6.4. Use of Different Materials
4.6.5. Certifications
4.6.6. Differences in Your Educational Offer
4.6.7. Methodology
4.6.8. Teaching Staff
4.6.9. Installations
4.6.10. Ancillary Services. (Location and access roads)

4.7. Social Networks
4.7.1. Facebook ADS Campaign
4.7.1.1. Create Persuasive, High-Impact Campaigns, Driving the Customer Through the Entire Buying Journey and Using the Right Campaign Objectives.
4.7.1.2. Take 100% Advantage of the Facebook Platform, Knowing Its Structure and Operation
4.7.1.3. Create Ads in Different Facebook Formats, Knowing Their Structure and Operation.
4.7.1.4. Prepare a Presentation Covering All the Sales Processes.
4.7.1.5. Create and optimize your Facebook page for the best results
4.7.1.6. "Spy" on Competitors and Use Them as a Reference to Improve Your Products and Services
4.7.1.7. Control the ROI of Your Campaign and Thus Increase Your Results.

4.7.2. Twitter ADS Campaign
- 4.7.2.1. Objective
- 4.7.2.2. Audience
- 4.7.2.3. Bids
- 4.7.2.4. Budget
- 4.7.2.5. Creativity
- 4.7.2.6. Analysis of Your Campaign

4.7.3. Instagram Campaign
- 4.7.3.1. Contents
- 4.7.3.2. Optimize Your Profile
- 4.7.3.3. Use of *Hashtags*
- 4.7.3.4. Encourage Participation
- 4.7.3.5. Show Customer Experiences
- 4.7.3.6. Instagram for Events

4.7.4. E-mail Marketing Campaigns

4.7.5. WhatsApp Campaigns

4.7.6. The Apps

4.7.7. Blog

4.8. Creation and Management of the Marketing Strategy for Service Companies
- 4.8.1. What Is Service Marketing and the Strategies, Methodologies and Tools
- 4.8.2. Distinctive Aspects of Service Marketing
- 4.8.3. Service Marketing Plan
- 4.8.4. Successful Positioning in Service Markup
- 4.8.5. Analyze Customer Behavior in Service Companies

4.9. Marketing Strategies
- 4.9.1. Introduction
- 4.9.2. Product Decisions
  - 4.9.2.1. Product Dimensions
  - 4.9.2.2. Product Portfolio Decisions
  - 4.9.2.3. Creation of New Products
  - 4.9.2.4. Product Life Cycle

4.9.3. Pricing Decisions
- 4.9.3.1. Pricing Policies and Strategies
- 4.9.3.2. Pricing Policy Determinants
- 4.9.3.3. Pricing Strategies

4.9.4. Distribution Decisions
- 4.9.4.1. Decisions Related to Distribution Management

4.9.5. Communication Decisions
- 4.9.5.1. Personal Selling
- 4.9.5.2. Sales Promotion
- 4.9.5.3. Public Relations
- 4.9.5.4. Advertising
- 4.9.5.5. Other Communication Tools

4.10. Marketing Metrics: Campaign Profitability Analysis

4.10.1. Usefulness of the Different Metrics According to the Type of Company, Its Strategy and Objectives

4.10.2. Main Indicators Used to Measure the Performance of Companies' Commercial and Marketing Activities

4.10.3. The Importance of Assessing the Marketing Actions Developed in the Company for Management and Improvement Purposes

4.10.4. Avoiding Inappropriate Use of Metrics

4.10.5. Use Marketing Metrics to Assess the Profitability, Efficiency and Effectiveness of Programs

A unique, key, and decisive program to boost your professional development"

05

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:

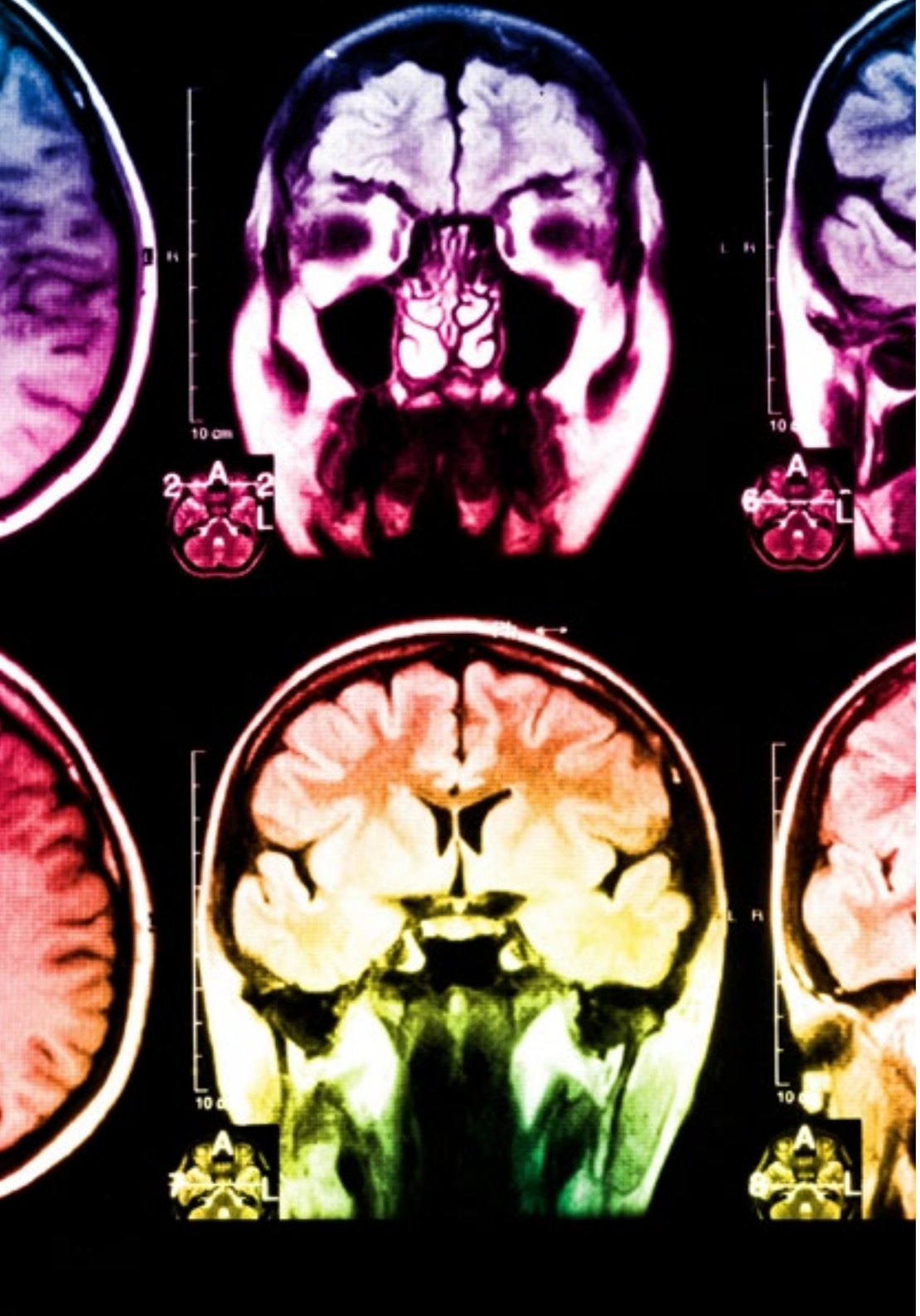
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

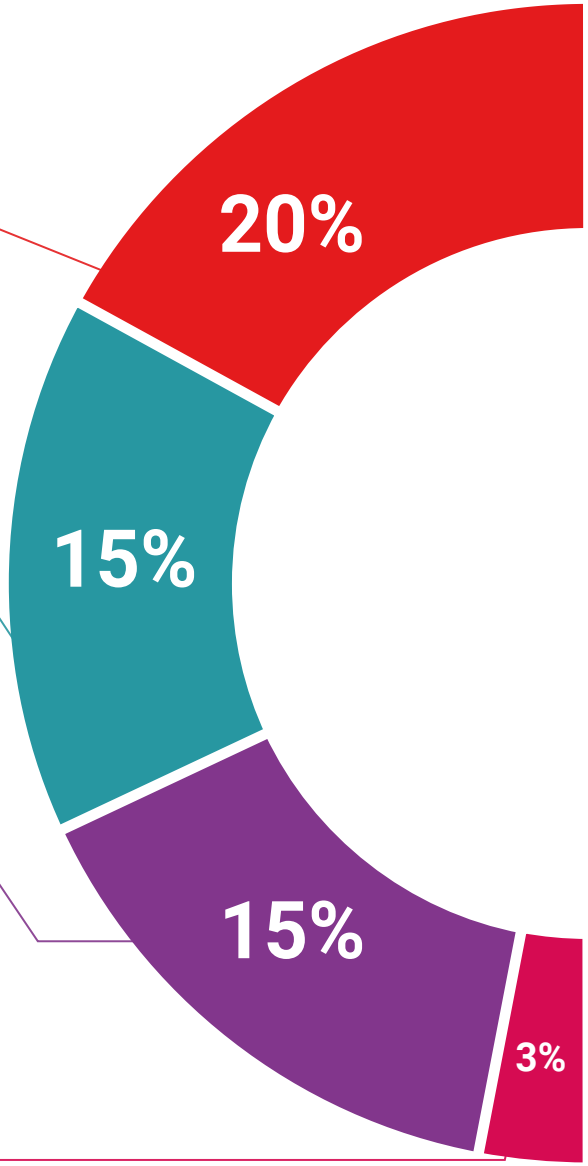
Interactive Summaries

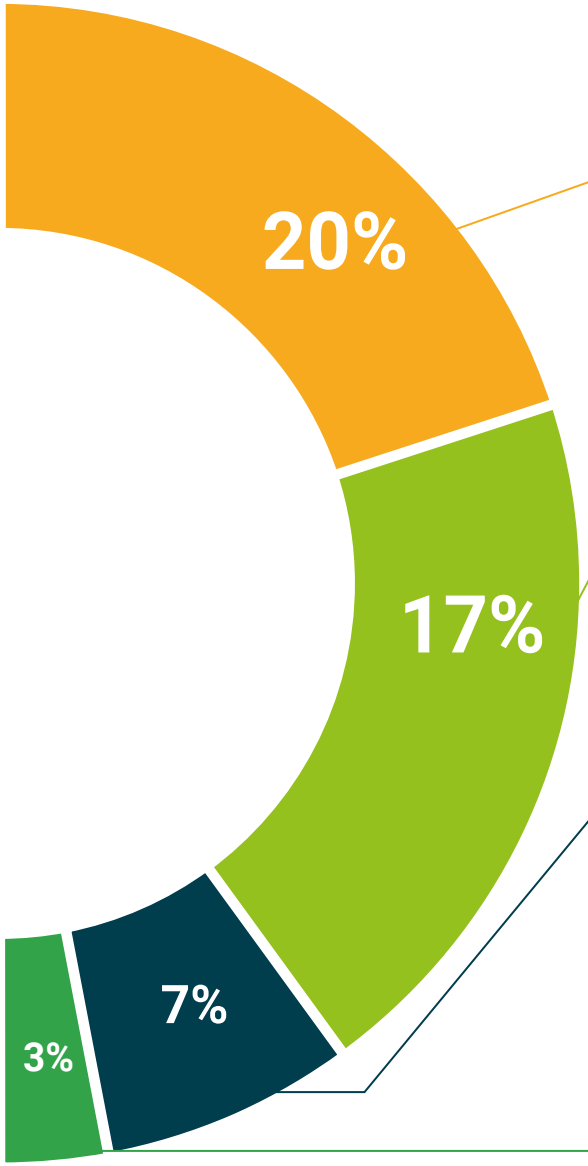
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





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.

06

Certificate

The Postgraduate Diploma in Planning and Financial Management of Projects 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 Planning and Financial Management of Projects** 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 Planning and Financial Management of Projects**

Official Nº of Hours: **600 h.**

tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Planning and Financial Management of Projects

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

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 diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Diploma
Planning and Financial Management of Projects

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

Postgraduate Diploma

Planning and Financial Management of Projects

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