

Postgraduate Diploma Professional Training Management

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Postgraduate Diploma Professional Training Management

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

Website: www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-professional-training-management

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01

Introduction

Professional Training Management requires in-depth knowledge of the educational system and the latest updates in the sector, oriented towards new learning formats that enhance the student's ability to understand. On the other hand, the emergence of teaching in the digital environment requires mastery of the language of new technologies and the development of quality educational programs that ensure the application of good teaching practices. Likewise, it includes the communication and oral expression techniques that the professional needs for the performance of their functions, as well as opening them to a global and diverse environment towards which to focus the design and management of the educational programs of professional training, thereby promoting the development of their teaching skills and, therefore, their academic and professional future.





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Prepare yourself to take on a position of responsibility: become an expert in Professional Training Management by learning about the different levels of planning possible for educational design thanks to this program”

This Postgraduate Diploma in Professional Training Management from TECH aims to boost the career of teaching professionals who want to go a step further and take on a position of responsibility, focused on the management and administration of professional training projects. This educational modality requires an in-depth knowledge of the educational program and the development of high-level organizational skills.

In this sense, it is a program that stands out for the scope of its content, as it includes an up-to-date and quality agenda, focused on enhancing the capabilities of the professional in the field of teaching, following a practical and theoretical path with which to master the various tools in order to thrive in their academic and professional career.

Therefore, a syllabus has been established that offers the current panorama of the functioning of the educational system, with special emphasis on information and communication technologies for education and the different techniques of communication and oral expression for the teacher. It also enhances the student's teaching skills and instructs them in the best practices of their profession, opening them to a diverse and virtual environment that provides them with the knowledge to design and manage bilingual educational programs, formal education or Continuing Education, among others.

In addition, being a 100% online program, TECH allows students to combine their studies with their personal life and professional activity, advocating excellence without the need for physical attendance or long journeys to class that prevent the use of time for productive study hours, all through an electronic device with internet access.

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

- ♦ Practical cases presented by experts in Pedagogy
- ♦ 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
- ♦ 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 fixed or portable device with an Internet connection



Open yourself to a field of possibilities with the combination of different ICT in the school as an educational tool"

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Learning effective communication techniques in the classroom and structuring information in an adequate way so that students assimilate knowledge correctly will be one of your objectives in this Postgraduate Diploma”

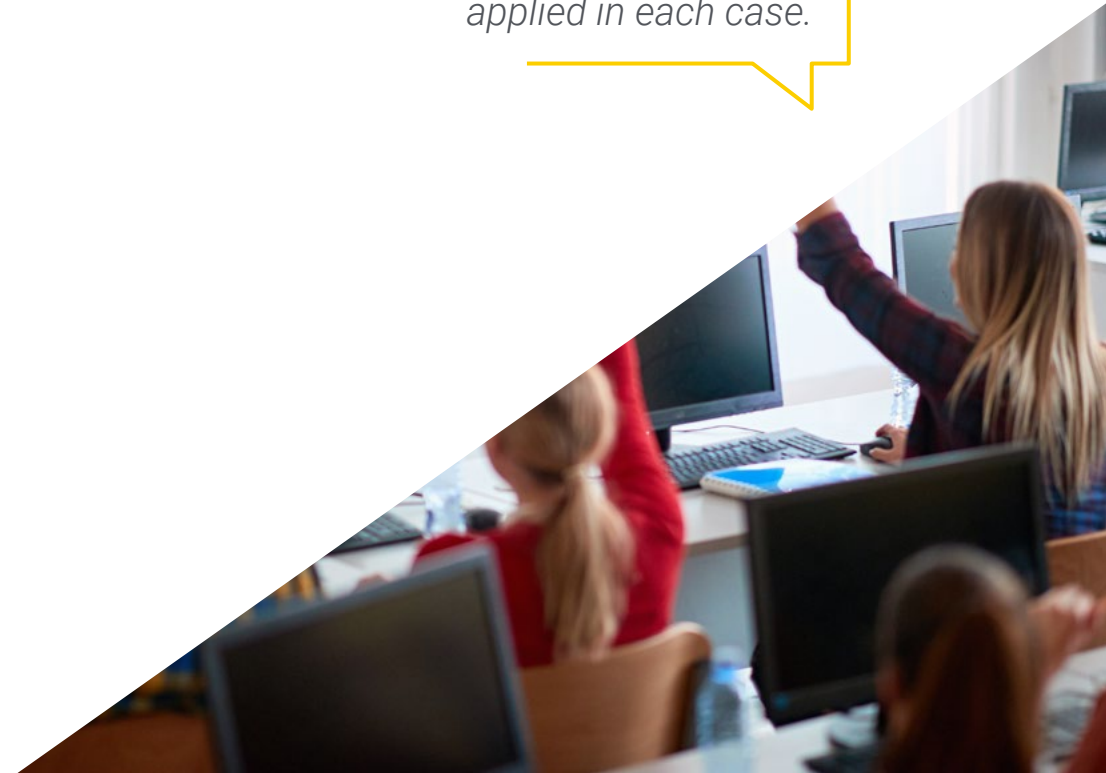
The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train 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 professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in the field of teaching.

You will clearly understand the fundamentals and the elements of educational planning, as well as the analysis of its models and the tools applied in each case.



02 Objectives

Thanks to the design of this Postgraduate Diploma and the educational methodology of TECH, students will acquire the skills required to carry out excellent Professional Training Management. The content of the syllabus will provide all the knowledge that the student needs to grow in this field of teaching, promoting the development of their skills within the teaching environment from the position of responsibility, oriented towards the management and administration of the educational modality of professional specialization, enabling them to achieve the proposed objectives. In this way, they will progress on their academic and professional journey.





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You will acquire the planning skills required for the creation of educational programs and top-class teaching management using the most innovative methodology”



General Objectives

- ♦ Learn to teach and guide teaching to each student according to their individual conditions
- ♦ Gain the skills to work with different ICTs
- ♦ Know and understand the elements, processes and values of education and their impact on comprehensive training
- ♦ Know how to structure the information in an adequate way that allows students to assimilate the knowledge in a correct manner
- ♦ Understand the importance of professional teaching development and its direct reflection on the quality of education
- ♦ Know the different teaching foundations of education



Approach the development of intervention processes in the different areas of Continuing Education thanks to this Postgraduate Diploma at TECH





Specific Objectives

Module 1. Information and Communication Technologies for Education

- ♦ Acquire the necessary skills and digital knowledge that are complemented by teaching and methodological skills, appropriate for the current context
- ♦ Acquire knowledge in good ICT practices that guarantee professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for teaching purposes, the ability to create teaching materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom.
- ♦ Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICTs in schools as an educational tool
- ♦ Identifying and discovering the importance of ongoing teacher training

Module 2. Communication and Oral Expression Techniques for Teachers

- ♦ Learn effective communication techniques for the classroom
- ♦ Know how to structure the information in an adequate way that allows students to assimilate the knowledge in a correct manner
- ♦ Reflect on the aspects of verbal and non-verbal communication appropriate for teacher development
- ♦ Know how to manage the stress that any public presentation produces
- ♦ Observe techniques for looking after the voice

Module 3. Educational Programs Design and Management

- ♦ Know the different possible levels of planning for educational design
- ♦ Analyze the models, tools and actors involved in educational planning
- ♦ Understand the fundamentals and the elements of educational planning
- ♦ Detect the training needs by applying the different analysis models that exist
- ♦ Acquire the planning skills required for the creation of educational programs

Module 4. Continuing Education

- ♦ Understand the fundamental concepts linked to continuing education
- ♦ Analyze the situation of continuing education as an organizing principle of the educational reality
- ♦ Become aware of the need for continuing education as a frame of reference for the entire educational system
- ♦ Know the different fields of actions of continuing education
- ♦ Approach the development of intervention processes in the different areas of Continuing Education

03

Structure and Content

The syllabus of this program has been designed based on the education requirements applied to teaching, following a theoretical and practical course with which you can master the techniques for training professionals in their path towards excellence in the educational sector. A syllabus has therefore been established, whose modules provide an up-to-date overview of information and communication technologies for education, how to express oneself orally and how to design and manage educational programs. It also emphasizes Continuing Education, analyzing it in detail, which will enable the professional to fully develop their communication skills.





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The use of the Internet as an educational resource is a reality. Join m-Learning professionals and discover how teachers build their digital identity”

Module 1. Information and Communication Technologies for Education

- 1.1. ICT, Literacy, and Digital Competencies
 - 1.1.1. Introduction and Objectives
 - 1.1.2. The School in the Knowledge Society
 - 1.1.3. ICT in the Teaching and Learning Process.
 - 1.1.4. Digital Literacy and Competencies
 - 1.1.5. The Role of the Teacher in the Classroom
 - 1.1.6. The Digital Competencies of the Teacher
 - 1.1.7. Bibliographical References
 - 1.1.8. *Hardware* in the Classroom: PDI, Tablets, and *Smartphones*.
 - 1.1.9. The Internet as an Educational Resource: Web 2.0 and *M-Learning*
 - 1.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
 - 1.1.11. Guidelines for the Creation of Teacher Profiles
 - 1.1.12. Creating a Teacher Profile on Twitter
 - 1.1.13. Bibliographical References
- 1.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 1.2.1. Introduction and Objectives
 - 1.2.2. Conditions for Participatory Learning
 - 1.2.3. The Role of the Learner in the Classroom with ICTs: *Prosumer*
 - 1.2.4. Content Creation in Web 2.0: Digital Tools
 - 1.2.5. The Blog as a Classroom Pedagogical Resource.
 - 1.2.6. Guidelines for the Creation of an Educational Blog
 - 1.2.7. Elements of the Blog to Make it an Educational Resource
 - 1.2.8. Bibliographical References
- 1.3. Personal Learning Environments for Teachers
 - 1.3.1. Introduction and Objectives
 - 1.3.2. Teacher Training for the Integration of ICTs
 - 1.3.3. Learning Communities
 - 1.3.4. Definition of Personal Learning Environments
 - 1.3.5. Educational Use of PLE and NLP
 - 1.3.6. Design and Creation of our Classroom PLE
 - 1.3.7. Bibliographical References
- 1.4. Collaborative Learning and Content Curation
 - 1.4.1. Introduction and Objectives
 - 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
 - 1.4.3. Digital Tools for Collaborative Work
 - 1.4.4. Content Curation
 - 1.4.5. Content Curation as a Didactic Practice in the Promotion of Students' Digital Competences.
 - 1.4.6. The Content Curator Teacher. Scoop.it
 - 1.4.7. Bibliographical References
- 1.5. Pedagogical Use of Social Media. Safety in the Use of ICTs in the Classroom.
 - 1.5.1. Introduction and Objectives
 - 1.5.2. Principle of Connected Learning
 - 1.5.3. Social Media: Tools for the Creation of Learning Communities
 - 1.5.4. Communication On Social Media: Management of the New Communicative Codes
 - 1.5.5. Types of Social Media
 - 1.5.6. How to use Social Media in the Classroom: Content Creation
 - 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 1.5.9. Digital Identity
 - 1.5.10. Risks for Minors on the Internet
 - 1.5.11. Education in Values with ICT: Service Learning Methodology (ApS) with ICT Resources
 - 1.5.12. Platforms for Promoting Safety on the Internet
 - 1.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 1.5.14. Bibliographical References
- 1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
 - 1.6.1. Introduction and Objectives
 - 1.6.2. Bloom's Taxonomy and ICT
 - 1.6.3. The Educational *Podcast* as a Teaching Element
 - 1.6.4. Audio Creation
 - 1.6.5. The Image as a Didactic Element

- 1.6.6. ICT Tools with Educational Use of Images
- 1.6.7. The Editing of Images with ICT: Tools for its Edition
- 1.6.8. What is ABP?
- 1.6.9. Process of Working with PBL and ICT
- 1.6.10. Designing PBL with ICT
- 1.6.11. Educational Possibilities in Web 3.0
- 1.6.12. *Youtubers* and *Instagrammers*: Informal Learning in Digital Media
- 1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 1.6.14. Platforms for the Dissemination of Audiovisual Materials
- 1.6.15. Guidelines for the Creation of an Educational Video
- 1.6.16. Bibliographical References
- 1.7. Regulations and Legislation Applicable to ICT
 - 1.7.1. Introduction and Objectives
 - 1.7.2. Data Protection Laws
 - 1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 1.7.4. The Author's Rights: Copyright and *Creative Commons*
 - 1.7.5. Use of Copyrighted Material
 - 1.7.6. Bibliographical References
- 1.8. Gamification: Motivation and ICT in the Classroom
 - 1.8.1. Introduction and Objectives
 - 1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
 - 1.8.3. Game-Based Learning (GBL)
 - 1.8.4. Augmented Reality (AR) in the Classroom
 - 1.8.5. Types of Augmented Reality and Classroom Experiences
 - 1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 1.8.7. Classroom Experiences
 - 1.8.8. Bibliographical References
- 1.9. Media Competency in the Classroom with ICT
 - 1.9.1. Introduction and Objectives
 - 1.9.2. Promoting the Media Competence of Teachers
 - 1.9.3. Mastering Communication for Motivating Teaching
 - 1.9.4. Communicating Pedagogical Content with ICT
 - 1.9.5. Importance of the Image as a Pedagogical Resource

- 1.9.6. Digital Presentations as a Didactic Resource in the Classroom
- 1.9.7. Working in the Classroom with Images
- 1.9.8. Sharing Images on Web 2.0
- 1.9.9. Bibliographical References
- 1.10. Assessment for Learning Through ICT
 - 1.10.1. Introduction and Objectives
 - 1.10.2. Assessment for Learning Through ICT
 - 1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 1.10.4. Building an *e-Portofolio* with Google Sites
 - 1.10.5. Generating Evaluation Rubrics
 - 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 1.10.7. Bibliographical References

Module 2. Communication and Oral Expression Techniques for Teachers

- 2.1. Communicative Teaching Skills
 - 2.1.1. Communicative Teaching Competencies
 - 2.1.2. Aspects of Communication of a Good Teacher
 - 2.1.3. Voice: Characteristics and Use
 - 2.1.4. Characteristics of the Message
- 2.2. Oral Expression in the Educational Environment
 - 2.2.1. Oral Interaction
 - 2.2.2. The Message in Oral Expression
 - 2.2.3. Communication Strategies in Oral Expression
- 2.3. Written Expression in the Educational Environment
 - 2.3.1. Written Expression
 - 2.3.2. Written Expression Development
 - 2.3.3. Learning Methods and Strategies
- 2.4. Lexical Precision and Terminology
 - 2.4.1. Concept of Lexical Precision
 - 2.4.2. Receptive and Productive Vocabulary
 - 2.4.3. Importance of Lexicon and Vocabulary in the Transmission of Knowledge
- 2.5. Teaching Resources I. ICT
 - 2.5.1. Key Concepts on Digital Education Resources
 - 2.5.2. Integration and Possibilities of ICT in Teaching Work
 - 2.5.3. ICT and Communication in the Classroom

- 2.6. Teaching Resources II. Oral Communication
 - 2.6.1. Speaking
 - 2.6.2. Teaching Oral Communication
 - 2.6.3. Teaching Resources for Oral Communication
 - 2.6.4. Design of Educational Material
 - 2.6.5. Evaluation and Correction of Oral Expression
- 2.7. Teaching Resources II. Written Communication
 - 2.7.1. The Epistemic Function of Writing and Models of Writing Processes
 - 2.7.2. Text Composition Models and Strategies and Activities of Written Expression
 - 2.7.3. Evaluation and Correction of Written Expression
- 2.8. Appropriate Environments for Teaching Learning
 - 2.8.1. Introduction
 - 2.8.2. Conceptualizing the Appropriate Environment of Teaching and Learning
 - 2.8.3. Learning Spaces. Elements
 - 2.8.4. Types of Learning Environments
- 2.9. New Communication Techniques and ICT
 - 2.9.1. Communication and ICT
 - 2.9.2. New Communication Techniques
 - 2.9.3. Options, Limitations and Effects of ICT in Teaching
- 2.10. Education and Communication Theories
 - 2.10.1. Introduction. Educational Communication
 - 2.10.1.1. Education as a Communication Tool
 - 2.10.2. Educational Interaction Models
 - 2.10.3. Mass Media Communication and Education

Module 3. Educational Programs Design and Management

- 3.1. Educational Programs Design and Management
 - 3.1.1. Stages and Tasks in the Design of Educational Programs
 - 3.1.2. Types of Educational Programs
 - 3.1.3. Educational Program Evaluation
 - 3.1.4. Skills-Based Educational Program Model
- 3.2. Design of Programs in the Formal and Informal Educational Environment
 - 3.2.1. Formal and Informal Education
 - 3.2.2. Formal Educational Program Model
 - 3.2.3. Informal Educational Program Model





- 3.3. Educational Programs and Information and Communication Technologies
 - 3.3.1. Integrating ICT into Educational Processes
 - 3.3.2. Advantages of ICT in Education Program Development
 - 3.3.3. Educational Practices and ICT
- 3.4. Design of Educational and Bilingual Programs
 - 3.4.1. Advantages of Bilingualism
 - 3.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
 - 3.4.3. Examples of Educational and Bilingual Programs
- 3.5. Pedagogical Design of Programs in Educational Orientation
 - 3.5.1. Creation of Programs in Educational Orientation
 - 3.5.2. Possible Content of Educational Orientation Programs
 - 3.5.3. Methodology for the Evaluation of Educational Orientation Programs
 - 3.5.4. Aspects to Consider in the Design
- 3.6. Educational Programs Design for Inclusive Education
 - 3.6.1. Theoretical Fundamentals of Inclusive Education
 - 3.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
 - 3.6.3. Examples of Inclusive Educational Programs
- 3.7. Management, Monitoring and Evaluation of Educational Programs. Pedagogical Skills
 - 3.7.1. Assessment as an Educational Improvement Instrument
 - 3.7.2. Steps for the Evaluation of Educational Programs
 - 3.7.3. Educational Program Evaluation Techniques
 - 3.7.4. Pedagogical Skills for Evaluation and Improvement
- 3.8. Communication Strategies And Diffusion of Educational Programs
 - 3.8.1. Teaching Communication Process
 - 3.8.2. Teaching Communication Strategies
 - 3.8.3. Diffusion of Educational Programs
- 3.9. Good Practice in the Design and Management of Educational Programs in Formal Education
 - 3.9.1. Characterization of Good Teaching Practices
 - 3.9.2. Influence of Good Practice in the Design and Development of the Program
 - 3.9.3. Pedagogical Leadership and Good Practices

- 3.10. Good Practices in the Design and Management of Educational Programs in Non-Formal Contexts
 - 3.10.1. Good Teaching Practices in Non-Formal Contexts
 - 3.10.2. Influence of Good Practice in the Design and Development of the Program
 - 3.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 4. Continuing Education

- 4.1. Nature, Origin, Evolution and Purpose of Continuing Education
 - 4.1.1. Fundamental Aspects of Continuing Education
 - 4.1.2. Fields and Contexts of Continuing Education
 - 4.1.3. Contributions of Continuing Learning in International Organizations and the Digital Society
- 4.2. Theoretical Bases of Continuing Education
 - 4.2.1. Origin and Evolution of Continuing Education
 - 4.2.2. Continuing Education Models
 - 4.2.3. Types of Teachers: Philosophical Educational Paradigms
- 4.3. Continuing Education Assessment Models
 - 4.3.1. Introduction
 - 4.3.2. Types of Assessment in Continuing Education
 - 4.3.3. The Importance of Assessing Continuing Education
 - 4.3.4. Conclusions
- 4.4. The Teacher and Continuing Education
 - 4.4.1. Professional Profile of Teachers Who Teach Adults
 - 4.4.2. Skills of Teachers Who Teach Adults
 - 4.4.3. Training of Teachers Who Teach Adults
- 4.5. Training in the Company. The Training Department
 - 4.5.1. Function of In-Company Training. Concepts and Terminology
 - 4.5.2. Historical Vision of the Training Department in the Company
 - 4.5.3. Importance of Training in the Company
- 4.6. Continuing Training and Occupational Training
 - 4.6.1. Definitions and Differences of Continuing and Occupational Training
 - 4.6.2. Benefits of Continuing Training for the Company
 - 4.6.3. Importance of the Occupational Training in the Current Context





- 4.7. Professional Training. Recognition, Certifications and Accreditations
 - 4.7.1. Professional Training for Work
 - 4.7.1.1. Human Resources in Economic Development
 - 4.7.2. Human Resources Qualification
 - 4.7.3. Certifications and Accreditations in Professional Training
 - 4.7.4. Importance of Professional Training
- 4.8. Training and Work
 - 4.8.1. Work and its Evolution
 - 4.8.2. Current Labor Context
 - 4.8.3. Skill-Based Training
- 4.9. Continuing Education in the European Union
 - 4.9.1. Evolution of Continuing Education in the European Union
 - 4.9.2. Education, Work and Employability
 - 4.9.3. European Framework of Qualifications
 - 4.9.4. New Focus on Higher Education
 - 4.9.5. Actions and Programs
- 4.10. Open and Distance Education in Digital Contexts
 - 4.10.1. Features of Distance Education
 - 4.10.2. Virtual Education, *E-Learning*
 - 4.10.3. ICT, its Role and Importance of Distance Education
 - 4.10.4. Distance Education and Higher Education

“Mastering text composition models along with written expression strategies and activities are essential to get the right message across”

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.





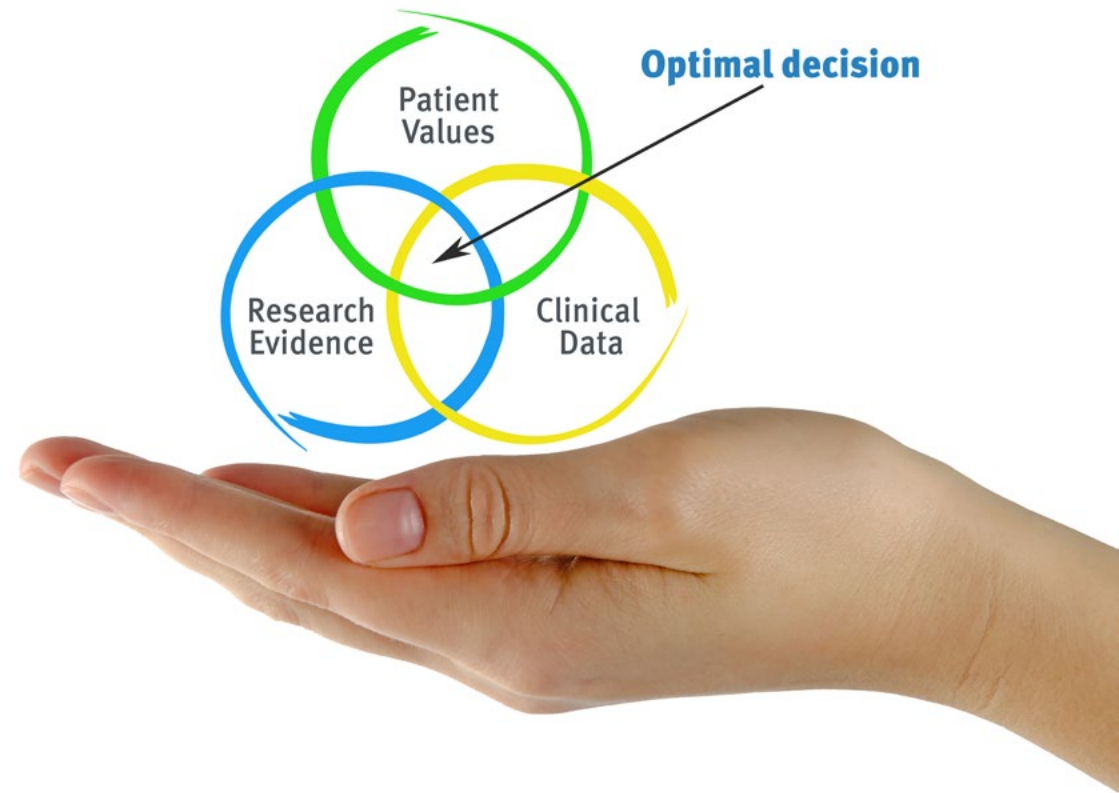
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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 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

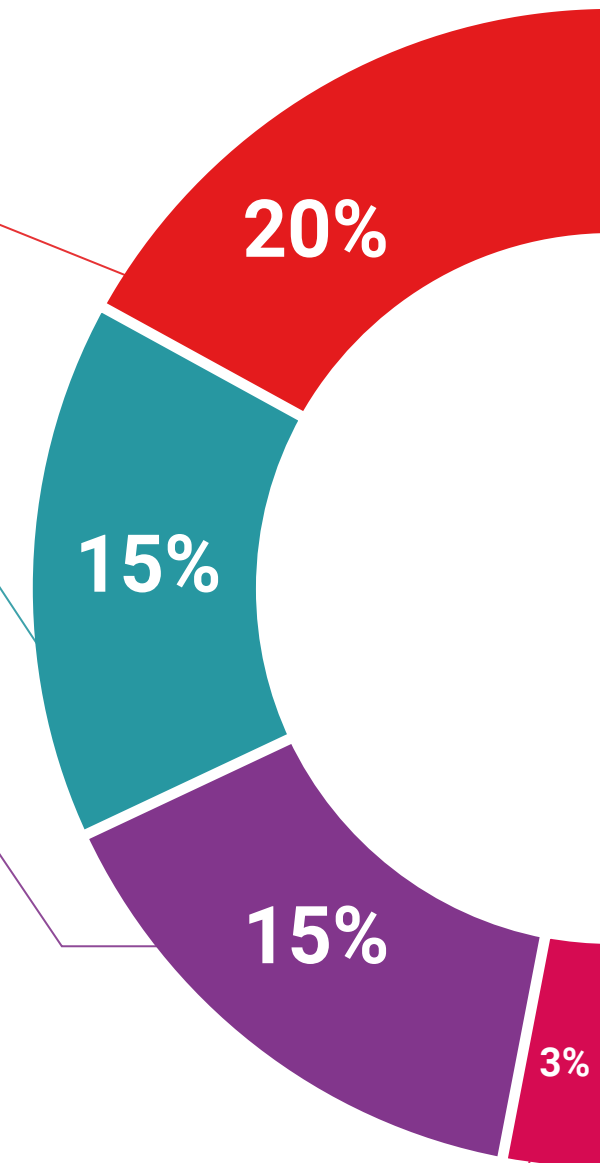
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

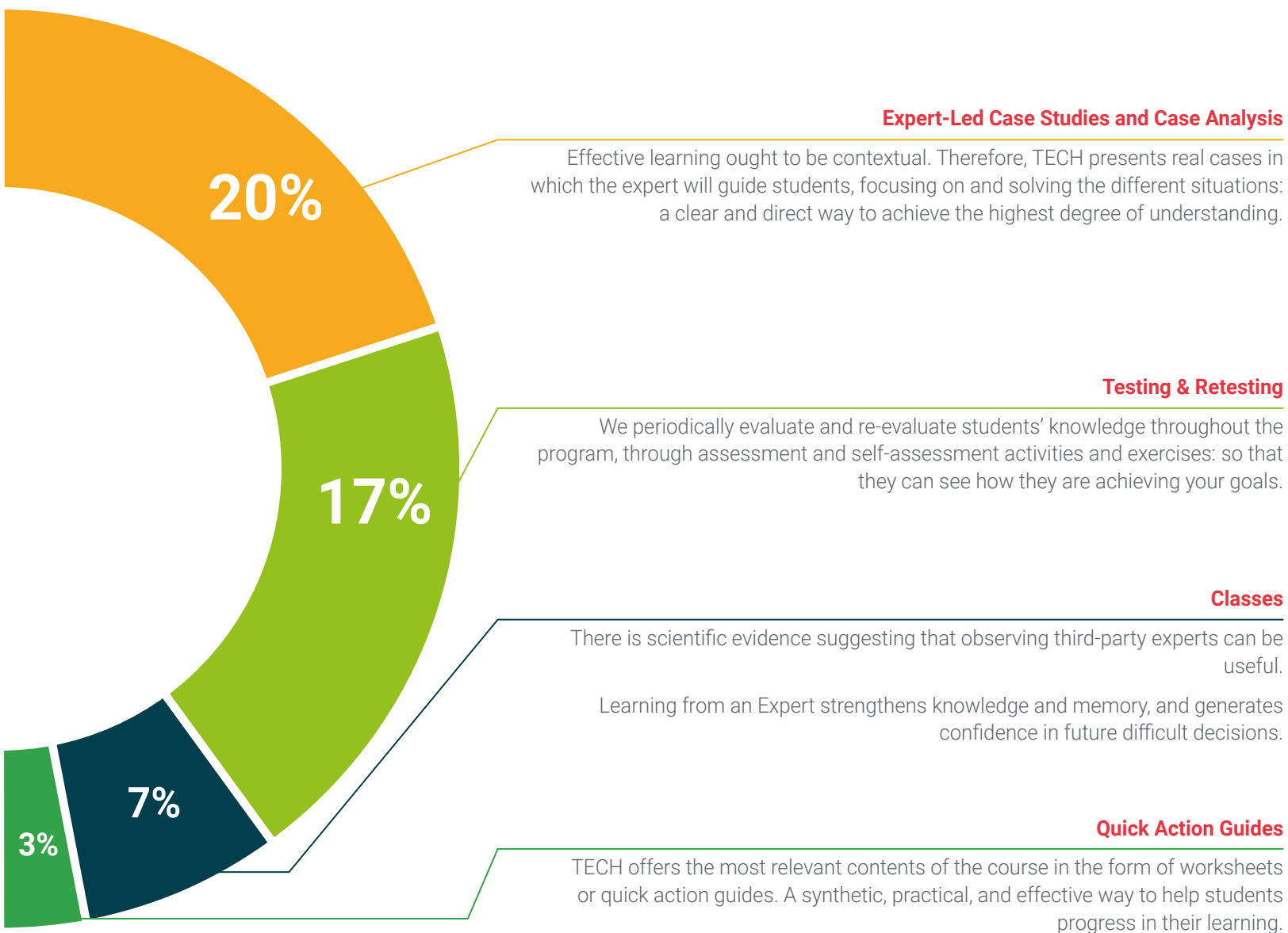
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





05 Certificate

The Postgraduate Diploma in Professional Training Management 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 Certificate in Professional Training Management** 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 Professional Training Management**

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
development language
virtual classroom



Postgraduate Diploma
Professional Training
Management

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

Postgraduate Diploma

Professional Training Management

