

# Postgraduate Diploma Innovation in the Design of Public Spaces





## Postgraduate Diploma Innovation in the Design of Public Spaces

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/engineering/postgraduate-diploma/postgraduate-diploma-innovation-design-public-spaces](http://www.techtute.com/us/engineering/postgraduate-diploma/postgraduate-diploma-innovation-design-public-spaces)

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# 01

# Introduction

Innovations in the design of public spaces have led to the emergence of unique and increasingly disruptive projects that promote environmental care and citizen integration. To implement all these cutting-edge solutions requires the most skilled professionals and, with TECH, professionals have a unique opportunity to develop highly specialized skills. All this thanks to a 100% online academic program that brings together different methods of graphic representation and the most suitable elements for the current representation of sports, corporate or tourist scenarios. At the same time, the mastery of these contents is based on Relearning, a methodology that facilitates the deep assimilation of complex concepts and skills in students.





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*A 100% online program that will allow you to fully manage the design of sports fields and the correct selection of infrastructures for their maintenance”*

Optimizing resources, improving citizen well-being and adapting to climate change have become some of the most frequent challenges when designing public spaces. In this context, the alternative is to seek creative and planning methods that promote biodiversity, efficiency and social responsibility. For this, innovation is an essential premise since, through the development of new tools and working techniques, it is possible to achieve better environmental preservation strategies. In this way, these urban and rural structures cease to be merely ornamental attributes and become effective mechanisms for harmonious development between people and their environment, promoting sustainability.

Therefore, professionals specialized in this field are increasingly needed and, in order to practice in a comprehensive manner, they must be up to date on all the new work resources available to them. That is why TECH launches this Postgraduate Diploma where the latest trends for the graphic representation of projects and how they benefit the planning of public spaces are brought together. At the same time, it analyzes the singular landscape projects where sports fields, vertical gardens, hydroponics, among others, stand out. On the other hand, it emphasizes the search for environmentally friendly solutions.

This academic itinerary will take place in an innovative 100% online platform. From it, you will have the opportunity to study through disruptive methods such as Relearning, which facilitate the assimilation of content quickly and flexibly. Additionally, these modules are accessible 24 hours a day, from any device connected to the Internet, allowing participants to decide the time that best suits their schedules and needs. An avant-garde didactic strategy that is supported by the experienced management of the best teaching staff.

This **Postgraduate Diploma in Innovation in the Design of Public Spaces** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The development of practical cases presented by experts in Landscaping, Gardening, Botany, among others
- ◆ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ◆ The practical exercises where the self-evaluation process can be carried out 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 fixed or portable device with an Internet connection



*Specialize in the design of tourist sites, hotel complexes and high-end residential areas with this program”*



*The future of cities is green and sustainable: be part of this development approach by managing the main innovations for the design of public spaces with the help of this Postgraduate Diploma”*

*Join TECH in this academic itinerary and you will be able to incorporate the latest tools of analysis and evaluation in the field to develop a landscape project.*

*You will have access to the most cutting-edge techniques for the conservation of green spaces thanks to this complete 100% online syllabus.*

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



# 02

# Objectives

This program will provide students with intensive and comprehensive training in the planning and creation of sustainable and aesthetically appealing public spaces. To this end, the program offers a theoretical and practical update on key aspects such as landscape design, water management, the selection of plant species, their integration into the urban environment and the most advanced graphic representation tools. Through these contents, and the innovative Relearning methodology, the graduates of this syllabus will be able to master all the challenges of this professional sphere in an efficient, immediate and flexible way.





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*An exclusive methodology, based on Relearning, is the main seal of quality of this TECH Global University program”*



## General Objectives

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- ◆ Delve into the concepts and advanced principles of design applied to the Landscape
- ◆ Develop visual representation and graphic communication skills in the field of Landscape Architecture
- ◆ Delve into the planning and execution of design projects in Landscape Architecture
- ◆ Approach different strategies for ecological conservation and restoration
- ◆ Differentiate and manage the processes of construction and execution of Landscape Architecture projects
- ◆ Integrate Landscape management strategies and practices to preserve the health and beauty of natural and built environments





## Specific Objectives

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### Module 1. Singular Projects

- ◆ Address design approaches applied to unique projects in Landscape Architecture
- ◆ Assess examples of unique and outstanding Landscape Architecture projects worldwide
- ◆ Analyze the integration of natural and built elements in singular projects, seeking a harmonious and unique balance
- ◆ Delve into the use of advanced technologies and materials in the execution of singular projects in Landscape Architecture

### Module 2. Public Space Design. Cities of the Future

- ◆ Deepen in the specific characteristics and requirements of public spaces, such as parks, squares and pedestrian walkways
- ◆ Evaluate user needs and environmental characteristics for the design of successful public spaces
- ◆ Discern between participatory and inclusive design techniques to involve the community in the public space design process
- ◆ Develop skills to create public spaces that encourage social interaction, recreation and community well-being

### Module 3. The Landscaping Project. Drafting the Project

- ◆ Discern the stages and processes involved in the development of a design project in Landscape Architecture
- ◆ Deepen in design methodologies, such as research, concept generation and planning
- ◆ Delve into different strategies for integrating natural and built elements in landscape design
- ◆ Analyze and evaluate the feasibility and sustainability of proposed designs in economic, social and environmental terms



*As you study this program, you will be able to identify in advance the socio-cultural and environmental aspects that hinder the development of an outdoor landscape project"*

03

# Course Management

The professors of this program are distinguished in the academic panorama for their outstanding careers. Their professional careers have been related to very diverse fields of work such as Architecture, Urban Planning, Botany, among others. Therefore, they have accumulated theoretical and practical experiences of excellence and keep themselves updated on the most innovative trends and techniques for the creation of sustainable green spaces. This knowledge has been reflected in the syllabus of this Postgraduate Diploma, which is also supplemented by multimedia resources, such as videos and infographics, of a very high depth.





“

*The best TECH teachers have compiled the most advanced concepts and tools of landscape design in this very complete program”*

## Management



### Dr. Schiavo, Fiorella

- ◆ Landscape Architect & Digital Landscape Leader at OVE ARUP & PARTNERS
- ◆ BIM Implementation Consultant at LAND Italia
- ◆ PhD in Geography from the University of Barcelona
- ◆ Master's Degree in Landscape Architecture by the Polytechnic University of Catalonia
- ◆ Master's Degree in Territorial Planning and Environmental Management by the University of Barcelona
- ◆ Master's Degree in BIM Programming from the University Isabel II
- ◆ Diploma in Architecture

## Professors

### Ms. Nadal Ferrer, Margalida

- ◆ Founder and Landscape Architect at Estudio Paisajismo y Diseño.
- ◆ Architect specialized in Landscape and Garden Design
- ◆ Senior Architect by the I.E. University
- ◆ Expert in Digital Landscaping
- ◆ Expert in Energy Efficiency in Building Construction
- ◆ Expert in Vertical Garden Design and Construction by Urban Landscape Architecture

### Ms. Esser Orellana, Paulina

- ◆ Founding Partner and Accessibility Coordinator at Inclusión Activa Consulting Firm.
- ◆ Landscape Architect and CSM Design Consultant at Stuart Moore
- ◆ Design Senior External Consultant at Green Landscape
- ◆ Master's Degree in Landscape Architecture from the Polytechnic University of Catalonia
- ◆ Degree in Landscape Ecology from the Central University of Chile



**Mr. Arroyo Vega, Óscar**

- ◆ Co-Founder and Collaborator at COMMONAISM COLLECTIVE
- ◆ Landscape Architect specializing in AI and Data Science
- ◆ Master's Degree in Landscape Architecture from the Polytechnic University of Catalonia
- ◆ Master's Degree in Landscape and Public Space by the University of Granada
- ◆ Expert in Design Studies ESDi by the Ramon Llull University

# 04

# Structure and Content

This program has been designed to turn students into experts in the development of unique landscape projects, such as sports fields, golf courses, vertical gardens with hydroponic systems, among others. At the same time, the approach of landscapes for corporate, industrial or university spaces is addressed, analyzing the most effective and recent trends for the benefit of urban sustainability. To broaden the participants' training on these characteristic elements, the program will delve into the keys for the harmonization of public scenarios and how this will be reflected in the cities of tomorrow. Furthermore, this syllabus will be delivered through the best 100% online platform.



“

*You will master the drafting of technical reports of graphic representation for landscape projects with this Postgraduate Diploma. Enroll now!”*

## Module 1. Singular Projects

- 1.1. Sports fields
  - 1.1.1. Design of Natural Grass Sports Fields
    - 1.1.1.1. Standard Dimensions
    - 1.1.1.2. Design of Drains and Cisterns for Reuse of Irrigation Water
    - 1.1.1.3. Ground Preparation
    - 1.1.1.4. Lawns with Low Water Requirements for Dry Areas
    - 1.1.1.5. Grass Mixtures Suitable for Each Need
- 1.2. Design of Golf Courses with Low Water Consumption with Qplus Certification
  - 1.2.1. Landscape Design with Xeriscaping Concepts and Maximizing Drainage Networks Associated with Ponds and Lakes to Reuse the Highest Percentage of Irrigation Water
  - 1.2.2. Mesh Irrigation Design and Sensor Control of Actual Irrigation Needs, Adapting Irrigation to the Hours of Least Evapotranspiration
  - 1.2.3. Drainages
  - 1.2.4. Ground Preparation
  - 1.2.5. Drought-adapted grasses in the rough and outrough
  - 1.2.6. Grass Mixtures Suitable for Each Need
  - 1.2.7. Use of Reclaimed Water
  - 1.2.8. Strict Control of Fertilizer Doses and Waterproofing of Greens to Avoid Leaching into Aquifers
- 1.3. Vertical Gardens with Hydroponic System
  - 1.3.1. Types of Green Building Envelopes
  - 1.3.2. Hydroponic f+p Vertical Garden Design
  - 1.3.3. Sectorization of Plantings and Irrigation Sectors, Depending on the Orientation, the Most Suitable Species Best Adapted to the Climate and the Degree of Insolation
  - 1.3.4. Design of the System to Recover Irrigation and Purification Effluents for Their Reuse, Avoiding the Discharge of Fertilizers into the Sewage System and Water Loss
  - 1.3.5. Domotic Control of the Irrigation and Fertigation System, and Incorporation of Sensors to Automate the System According to Water Needs
  - 1.3.6. Species Selection
  - 1.3.7. Use of Reclaimed Water if Possible
- 1.4. Green Roofs and Terrace Gardens. Use of Hydroponic Technology and Water Recovery
  - 1.4.1. Type of Green Roofs. Extensive and Intensive
  - 1.4.2. Roof Gardens
  - 1.4.3. Design of Roofs with Water Accumulation Systems, to Reduce the Frequency of Irrigation and Generate Additional Insulating Chamber to the Building Roof
  - 1.4.4. Selection of Low Water Consumption Ground Cover Species
  - 1.4.5. Incorporation of Domotic Irrigation Systems Developed for Vertical Gardens
  - 1.4.6. Species Selection
- 1.5. Kindergartens
  - 1.5.1. Type of Kindergartens
  - 1.5.2. Location Study. Sunlighting, Shadows, Wind, Noise, Environment
  - 1.5.3. Element Kindergartens
    - 1.5.3.1. Types of Infant Games
  - 1.5.4. Themed Kindergartens
    - 1.5.4.1. Particular Design Integrated in the Space
  - 1.5.5. Selection of Plant Species for Playgrounds
  - 1.5.6. Standardized Norms in the Design of Elements
  - 1.5.7. Accessibility
- 1.6. Design of Environmental Modules of Landscape Intervention for Intervention in Large Extensions of Territory
  - 1.6.1. Methodology for Intervention in the Recovery of Natural Habitats Degraded by Fire, Environmental Pollution, Floods, Linear Infrastructures
  - 1.6.2. Environmental Study of the Territory of Implantation
  - 1.6.3. Topographical and Edaphological Study of the Same. Analysis of Basins
  - 1.6.4. Study of Potential Vegetation
  - 1.6.5. Selection of Species with the Data Collected and the Study of the Vegetation Series of the Area
  - 1.6.6. Incorporation into the List of Fast-growing, Non-invasive Species that Improve the Environmental Quality of the Area and Facilitate the Rooting and Growth of the Definitive Species in the Territory
  - 1.6.7. Designs of Different Vegetation Modules within the Chosen Botanical Series, of Dimensions in Accordance with the Intervention, Adapting the Selection to the Topography and Edaphic Characteristics of the Terrain

- 1.7. Landscape Design of Corporate, Industrial or University Spaces with Sustainability and Low Maintenance Criteria
  - 1.7.1. Study of the Territory and Use of the Space
  - 1.7.2. Elaboration of the Program of Needs
  - 1.7.3. Zoning According to the Degree of Use and Typology of the Open Spaces
  - 1.7.4. Selection of Species Appropriate to the Area with Specific Study of the Incidence of Shadows Cast by the Buildings and the Effect of the Same to Improve the Thermal Effects on the Facades
  - 1.7.5. Design of the Irrigation and Drainage System Suitable for Each Planting Zone
  - 1.7.6. Hierarchization in the Design Between Areas of Intensive Use and Areas of Residual Use
- 1.8. Landscape Design of Tourist Enclaves, Hotel Complexes, High Standing Residential Areas with Sustainability Criteria
  - 1.8.1. Common Features Demand for High Landscape Quality, High Density and Variety of Species and High Level of Maintenance
  - 1.8.2. Careful Selection of Species, Introducing a High Percentage of Naturalized or Autochthonous Species of High Quality and Minimum Requirements
  - 1.8.3. Specific Detailed Projects for Transit and Living Areas
  - 1.8.4. Automation of Irrigation with Reduction of Aerial Emitters and Their Replacement by Subway Irrigation in the Areas of Greatest Intensity of Use
  - 1.8.5. Design of Parking Decks and Terraces
  - 1.8.6. Hierarchization in the Design Between Areas of Intensive Use and Areas of Residual Use
- 1.9. Interventions and Current Trends in Landscape Architecture
  - 1.9.1. Examples of Interventions that Set Styles
  - 1.9.2. Current Landscape Architects
  - 1.9.3. Sustainable Design
- 1.10. References in Urban Sustainability Projects
  - 1.10.1. Copenhagen. Capital of Innovation in Sustainable Landscaping
  - 1.10.2. American Pioneer Cities and Entities in the Rational Use of Water in Landscaping
  - 1.10.3. The High Line Park, New York

## Module 2. Public Space Design. Cities of the Future

- 2.1. The State of Our City
  - 2.1.1. Preliminary Needs Study
  - 2.1.2. Studies: Population, Resources and Services
  - 2.1.3. Spatial Study
  - 2.1.4. Climate Study
  - 2.1.5. Urban Potential Study
- 2.2. Master Plans
  - 2.2.1. Integration of Landscape Master Plans in General Urban Development Plans
  - 2.2.2. Need for Sectoral Master Plans
  - 2.2.3. Accessibility Regulations
- 2.3. Typology of Spaces
  - 2.3.1. Identification of Existing Spaces. Squares, Streets, Parks
  - 2.3.2. Identification of Residual Spaces
  - 2.3.3. Study of Deficiencies and Advantages of Current Designs
  - 2.3.4. Definition of Future Solutions. Trend Application of 3-30-300
- 2.4. Personality and Homogeneity in Cities
  - 2.4.1. Singularized Study of Neighborhoods and Districts
  - 2.4.2. Cultural Components
  - 2.4.3. Sociological
  - 2.4.4. Historical
- 2.5. Style Guide
  - 2.5.1. Definition of Minimum Quality in Spaces
  - 2.5.2. Definition of Standardized Norms in Materials
  - 2.5.3. Components
  - 2.5.4. Definition of Facilities in the Service Management in Public Spaces
- 2.6. Harmonization in the Management of Public Spaces
  - 2.6.1. Coordination of Urban Projects
  - 2.6.2. Urban Planning, Parks and Gardens, Infrastructure
  - 2.6.3. Coordination of Urban works
  - 2.6.4. Integrated Technical Office

- 2.7. Landscape Design of Streets
  - 2.7.1. Typology of Existing Streets
  - 2.7.2. Definition of Needs
  - 2.7.3. Application of Accessibility Regulations
  - 2.7.4. Local Mobility Study
  - 2.7.5. Harmonization of Trees and Parking
  - 2.7.6. Landscape Reform Projects
- 2.8. Landscape Design of Squares
  - 2.8.1. Typology of Existing Squares
  - 2.8.2. Definition of Needs
  - 2.8.3. Application of Accessibility Regulations
  - 2.8.4. Local Mobility Study
  - 2.8.5. Social Needs Study
  - 2.8.6. Harmonization of Public Space and Parking
  - 2.8.7. Squares over Parking Lots
  - 2.8.8. Landscape Reform Projects
- 2.9. Landscape Design of Gardens and Parks
  - 2.9.1. Typology of Existing Gardens and Parks
    - 2.9.1.1. Distribution in the City
  - 2.9.2. Definition of Needs
  - 2.9.3. Application of Accessibility Regulations
  - 2.9.4. Local Mobility Study
  - 2.9.5. Social Needs Study
  - 2.9.6. Landscape Reform Projects
- 2.10. Metropolitan Integration
  - 2.10.1. Typology of Metropolitan Public Spaces
    - 2.10.1.1. Parks
    - 2.10.1.2. Landscape Wounds. Natural and Artificial
  - 2.10.2. Definition of Needs
  - 2.10.3. Identification of Territorial Barriers
  - 2.10.4. Local Mobility Study
  - 2.10.5. Social Needs Study
  - 2.10.6. Study of the Image of the City from the Accesses
  - 2.10.7. Green Rings. Expansion in the Territory
  - 2.10.8. Landscape Reform Projects

### Module 3. The Landscaping Project. Drafting the Project

- 3.1. The Landscape Program
  - 3.1.1. Type of Clients: Public, Institutional, Private
  - 3.1.2. Client Needs: Make a List of Desires or Needs
  - 3.1.3. Landscape Program
  - 3.1.4. Estimated Economic Volume
- 3.2. Site Inventory
  - 3.2.1. Topography
  - 3.2.2. Infrastructure Connection (Type and characteristics)
  - 3.2.3. Existing Trees and Elements
  - 3.2.4. Location, Climate and Orientation
  - 3.2.5. Soil Analysis
  - 3.2.6. Geological Study, if Construction is Required
  - 3.2.7. Water Analysis if not Potable
  - 3.2.8. Analysis of Surrounding Vegetation
  - 3.2.9. Study of the Site in Relation to the Edges
  - 3.2.10. Local, Regional or National Legislation Affecting the Site
  - 3.2.11. Elaboration of the Current State Plan
- 3.3. Site Analysis
  - 3.3.1. Combining the Program with the Survey Data to Establish the Basis of the Design
  - 3.3.2. Analysis Plan: Vitas, Orientation, Shadows, Soils
  - 3.3.3. Focal Points
  - 3.3.4. List of Existing or Missing Infrastructure
  - 3.3.5. Preliminary Zoning
  - 3.3.6. Elements to be Removed
  - 3.3.7. Elements to be Preserved
- 3.4. Conceptualization
  - 3.4.1. General Philosophical Concepts
    - 3.4.1.1. Serious-Frivolous
    - 3.4.1.2. Active-Passive
    - 3.4.1.3. Introspective-Extroverted
    - 3.4.1.4. Interactive-Solidary
    - 3.4.1.5. Surprising-Obvious

- 3.4.2. Functional Concepts
  - 3.4.2.1. Reducing Erosion
  - 3.4.2.2. Increasing Drainage
  - 3.4.2.3. Prevent Vandalism
  - 3.4.2.4. Reduce Maintenance
  - 3.4.2.5. Minimize Water Consumption
  - 3.4.2.6. Reduce Solar Incidence
  - 3.4.2.7. Reduce or Increase Breezes
- 3.4.3. Choice of Style
  - 3.4.3.1. Classic
  - 3.4.3.2. Modern
  - 3.4.3.3. Minimalist
  - 3.4.3.4. Naturalized
- 3.5. Types of Landscaping Projects. Urban Landscape
  - 3.5.1. Single-family Gardens
  - 3.5.2. Urban Developments
  - 3.5.3. Garden Cities
  - 3.5.4. Urban Green Spaces. Streets, Squares, Gardens
  - 3.5.5. Parks, Metropolitan Parks, Periurban Parks, Naturalized Spaces
  - 3.5.6. Urban and School Gardens
  - 3.5.7. Gardens for People with Special Needs
- 3.6. Types of Landscaping Projects. Rural Landscape / Natural Landscape
  - 3.6.1. Natural Parks and Deterrent Parks
  - 3.6.2. Coastal Landscapes. Natural Spaces, Protection of Dunes. Ports and Promenades
  - 3.6.3. Restoration of Degraded Areas. Mines, Sealing of Waste Dumps
  - 3.6.4. Design of River Banks
  - 3.6.5. Design of Linear Infrastructure (Highways, Railroad Lines, Greenways)
  - 3.6.6. Recovery of Desertified Areas
- 3.7. Types of Landscaping Projects. Special Projects
  - 3.7.1. Cultural and Heritage Landscapes. ICONS
  - 3.7.2. Restoration of Historic Gardens
  - 3.7.3. Botanical Garden Design
  - 3.7.4. Design of Theme Parks and Exhibitions
- 3.8. Graphic Representation Shots
  - 3.8.1. Preparation of Drawings According to the Type of Customer and Contract
  - 3.8.2. Drawing Formats
  - 3.8.3. Initial Sketches. Sketches
  - 3.8.4. General Drawings. Zoning General Floor Plan. Content According to the Type of Customer
  - 3.8.5. Infrastructure Plans. (Drainage, Water System, Lighting)
  - 3.8.6. Civil Works Plans
  - 3.8.7. Plantation Plans
  - 3.8.8. Furniture Plans
  - 3.8.9. Detail Drawings
  - 3.8.10. Perspectives and/or Renderings, Normally Contracted Separately
- 3.9. Technical Documentation
  - 3.9.1. Depending on the Scope of the Assignment and the Type of Client
  - 3.9.2. Differences Between Preliminary Design, Basic Design and Execution Design
  - 3.9.3. Memory List of Materials
  - 3.9.4. General Technical Specifications
  - 3.9.5. Specific Technical Specifications
  - 3.9.6. Administrative Specifications (Usually Provided by the Contracting Administration)
  - 3.9.7. Measurements and Budgets
- 3.10. Programs of Measurements and Budgets
  - 3.10.1. Price Databases
  - 3.10.2. Concepts of Unit Prices, Composite Prices and Decomposed Prices
  - 3.10.3. Specific Measurement and Budgeting Software
  - 3.10.4. Menfis Example

05

# Methodology

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

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





“

*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”*

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

The case method is the most widely used learning system in the best faculties in the world. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question that you are presented with in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

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

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

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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.

This methodology has trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, and financial markets and instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



### 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.



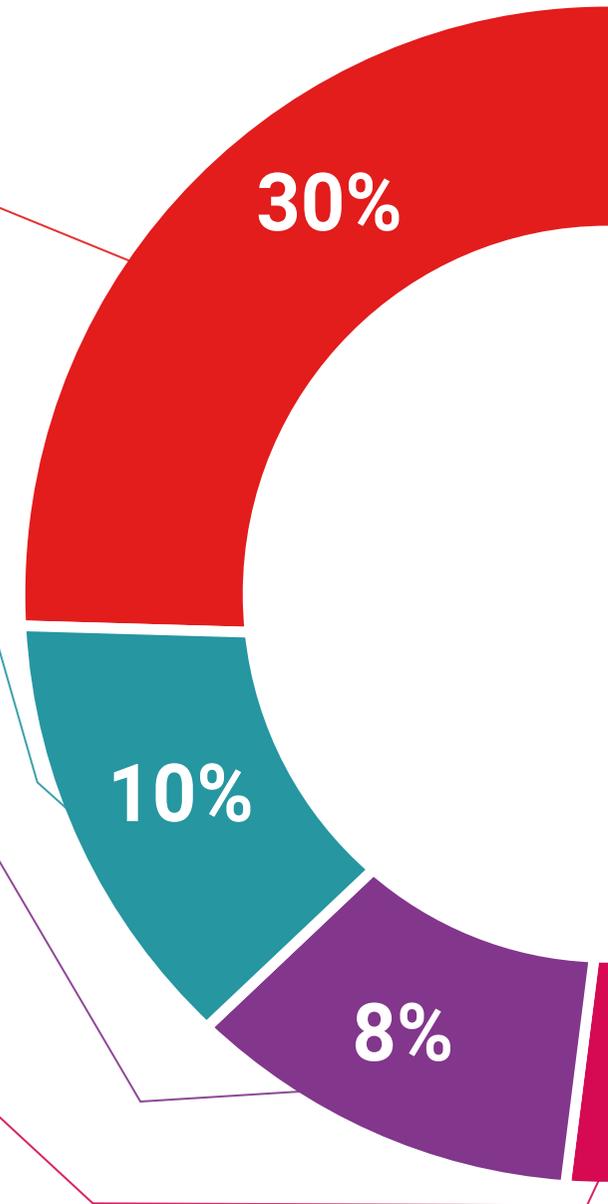
### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



### 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.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### Interactive Summaries

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

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



#### 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 their goals.



06

# Certificate

The Postgraduate Diploma in Innovation in the Design of Public Spaces guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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

This program will allow you to obtain your **Postgraduate Diploma in Innovation in the Design of Public Spaces** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Innovation in the Design of Public Spaces**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

development language

virtual classroom

**tech** global  
university

## Postgraduate Diploma Innovation in the Design of Public Spaces

- › Modality: online
- › Duration: 6 months
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# Postgraduate Diploma Innovation in the Design of Public Spaces

