



EdTech Certification Series

Program Specification, Course Catalogue and Operational Framework

1. Purpose and Scope

1.1 Purpose

This document is the complete specification and course catalogue for the EdTech Certification Series — a set of short-form, professional development courses delivered jointly by GenevaTech Business School and Innoversity to teachers and education professionals in Switzerland and internationally. It provides:

- The full specification of every course in the series
- Learning outcomes, weekly plans, and assessment blueprints
- Entry requirements, delivery format, and operational parameters
- The credit status and progression pathway into the Diploma Series
- Quality assurance and evaluation arrangements

1.2 Scope

This document covers eight EdTech Certification Courses offered across two phases:

- Phase 1: Core courses
- Phase 2: Specialization courses

1.3 Intended Audience

Audience	Use
Prospective candidates	Course selection, entry requirements, and outcomes
Faculty and facilitators	Delivery standards and assessment blueprints
Partner institutions	Cohort nomination and sponsorship decisions
Employers	Understanding of skills acquired
Quality assurance bodies	Verification of standards and outcomes

2. Executive Summary

The EdTech Certification Series is a suite of eight six-week professional courses, each carrying 90 hours of total learning. The series equips teachers and education professionals with the practical digital competencies required to teach effectively in technology-enhanced, blended, and virtual learning environments.

The series is built on the GTBS EdTech Competency Framework, derived from the validated EdTech Competency Scorecard piloted through the impact assessment of Taaleem Foundation's e-School solution in Jahanian, Khanewal (40 schools, 100+ teachers, 13,000+ students). The impact study was carried out by Innoversity in partnership with GenevaTech Business School.

Key Features

Feature	Specification
Number of courses	8 (4 core courses; 4 specialization courses)
Duration per course	6 weeks
Weekly workload	15 hours (4 contact + 11 self-study/practice)
Total workload per course	90 hours
Delivery	Blended — live online classes plus LMS self-study
Assessment	Weekly quizzes, participation, and final project/portfolio
Award	Joint Innoversity–GTBS Certificate of Completion
Credit status	Non-credit CPD; four courses group into the Diploma in EdTech & AI
Language	English (with Urdu/German/French support materials as required)

Upon completion of any four approved courses, candidates qualify for the Diploma in EdTech & AI (EQF Level 4, 12 ECTS).

3. Definitions and Abbreviations

Term	Definition
AI	Artificial Intelligence
Asynchronous	Self-paced, time-independent learning
Blended Learning	Combination of live online instruction and self-paced digital study
CPD	Continuing Professional Development
ECTS	European Credit Transfer and Accumulation System
ECTS Credit	1 ECTS credit = 25–30 hours of learning
EdTech	Educational Technology
EQF	European Qualifications Framework

Term	Definition
GTBS	GenevaTech Business School, Switzerland
LMS	Learning Management System
Synchronous	Live, real-time instruction
TQT	Total Qualification Time
UK Credit	1 UK credit = 10 hours of learning

4. Strategic Context and Rationale

4.1 The Global Digital Teaching Imperative

Education systems worldwide are transitioning toward technology-enhanced delivery. The COVID-19 pandemic accelerated this shift, and virtual schools, blended programs, and AI-assisted instruction have become permanent features of the educational landscape. Teachers who lack digital competencies are increasingly disadvantaged in the job market.

4.2 The Developing Countries Context

Developing countries are already witnessing the emergence of:

- Virtual school initiatives
- Smart classroom deployments in public and private schools
- AI labs, STEAM, and robotics labs
- Digital teacher training platforms
- LMS-based content delivery across school networks

However, there is no standardized certification for digital teaching competencies in such countries. Training quality varies widely, and employers cannot verify competence. The EdTech Certification Series addresses this gap directly.

4.3 The Swiss and International Context

Swiss and European professionals increasingly seek portable, credit-bearing professional development that fits around full-time employment. The EdTech Certification Series offers:

- Fully online delivery, accessible from anywhere
- Short, focused courses that build into a recognized diploma
- ECTS-articulated progression for candidates pursuing further qualifications
- Swiss institutional governance and quality assurance

5. The Competency Framework

5.1 Core Competency Domains

All courses map to five validated competency domains:

#	Domain	Description
1	Digital Pedagogy	Adapting teaching strategies for online, blended, and flipped environments
2	Classroom Technology Integration	Proficient use of interactive boards, tablets, and multimedia tools
3	Learning Management Systems	Navigating, administering, and leveraging LMS platforms
4	Content Creation and Curation	Designing and adapting digital learning resources
5	AI-Enhanced Teaching	Practical application of AI tools for instruction, assessment, and personalization

5.2 Extended Domains

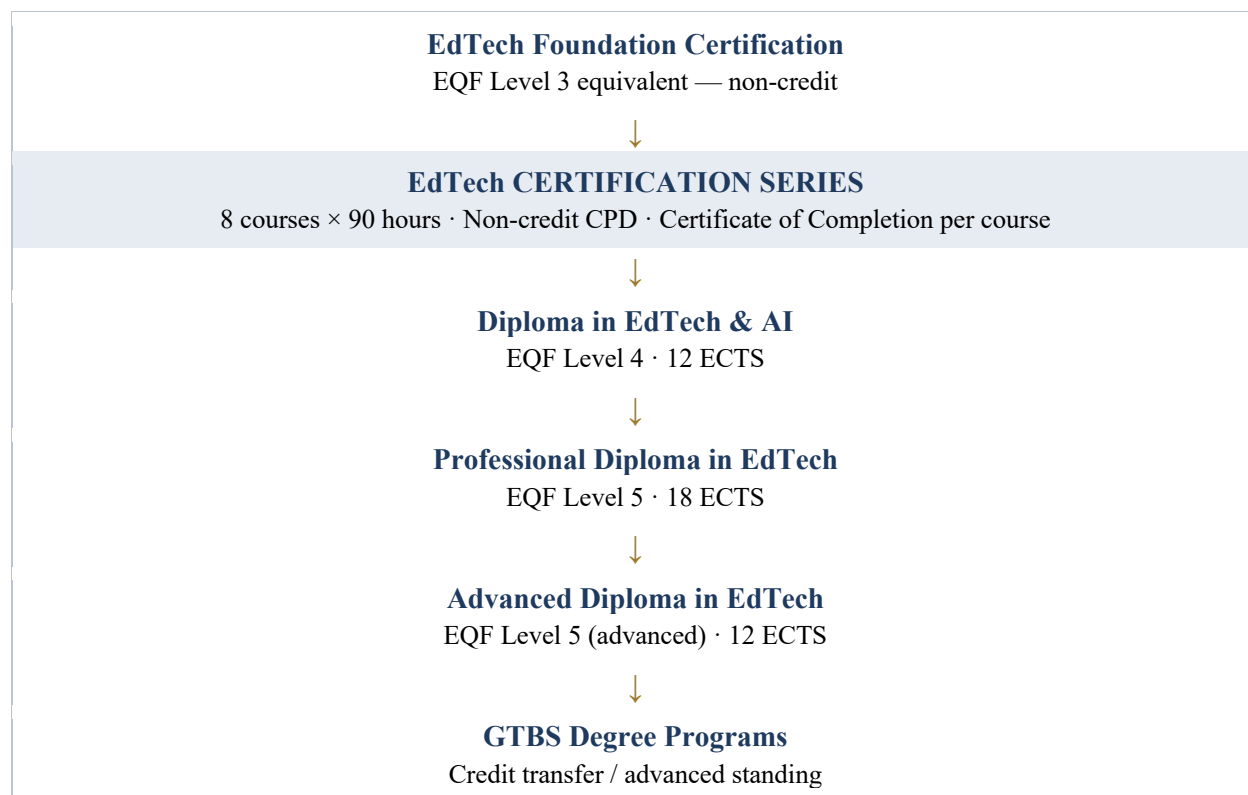
#	Domain	Introduced In
6	Online Teaching and Virtual Classroom Management	Certification Course 2
7	Teaching and Learning Analytics	Certification Course 6
8	EdTech Entrepreneurship and Innovation	Certification Course 8
9	EdTech Leadership and Change Management	Diploma Series
10	Digital Safeguarding and Data Ethics	EdTech Practice Licence

5.3 Course-to-Domain Mapping

Course	Primary Domain	Secondary Domain(s)
1. Digital Pedagogy & Instructional Design	Digital Pedagogy	Content Creation
2. Online Teaching & Virtual Classroom Management	Online Teaching	Digital Pedagogy
3. LMS – Administration & Practice	Learning Management Systems	Technology Integration
4. AI Tools for Educators	AI-Enhanced Teaching	Content Creation
5. Digital Content Creation & Curation	Content Creation	Digital Pedagogy
6. Teaching & Learning Analytics	Analytics	Learning Management Systems
7. Hardware Configuration & EdTech Infrastructure	Technology Integration	Learning Management Systems
8. EdTech Entrepreneurship & Innovation	Entrepreneurship	AI-Enhanced Teaching, Content Creation

6. Position in the Qualification Ladder

The EdTech Certification Series occupies a defined position within a coherent, European-standards-aligned progression pathway, from foundation-level, non-credit CPD through to advanced standing within GTBS degree programs:



A parallel track — the EdTech Practice Licence — is also available to pursue.

7. Standard Course Format

Every course in the series follows an identical, quality-assured format:

Parameter	Specification
Duration	6 weeks
Live classes	2 per week × 2 hours = 4 hours/week
Self-study and practice	11 hours/week
Total weekly workload	15 hours
Total course workload	90 hours
Delivery mode	Blended — live online classes plus self-paced LMS study
Class size	25–30 participants per cohort
Language	English

Parameter	Specification
Scheduling	2 live sessions per week (evenings/weekends)
Assessment	Weekly quizzes (20%) + participation and practice (30%) + final project/portfolio (50%)
Pass requirement	70% overall, with a minimum of 60% in each component
Award	Joint Innoversity–GTBS Certificate of Completion (90 hours)
Credit status	Non-credit CPD
Articulation	Counts toward the Diploma in EdTech & AI

7.1 Standard Weekly Structure

Week	Focus	Typical Activities
1	Foundations	Conceptual introduction; baseline self-assessment
2	Core concepts	Guided practice with tools; first quiz
3	Application	Applied tasks; peer collaboration
4	Deepening	Case studies; problem-solving; second quiz
5	Integration	Project work; individual feedback
6	Consolidation	Final project submission; presentation; reflection

7.2 Indicative Workload Breakdown (Per Course)

Component	Hours
Live classes (6 weeks × 4 hours)	24
Guided study (readings, videos, structured tasks)	20
Independent practice and application	36
Assessment preparation and completion	10
Total	90

8. Course Catalogue – Core Courses

8.1 Course 1: Digital Pedagogy & Instructional Design

Element	Detail
Course Code	GTBS C-101
Domain	Digital Pedagogy
Duration	6 weeks / 90 hours
Prerequisites	A Level or equivalent
Target Audience	All teachers, trainers, and educators transitioning to digital or blended teaching

Rationale: The cornerstone course. Every educator entering the digital space must first understand how pedagogy changes when instruction becomes technology-enhanced. This course establishes the conceptual foundation for all subsequent learning.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Apply constructivist, connectivist, and collaborative learning theories to digital environments.
2. Design instruction using TPACK, SAMR, and Bloom's Digital Taxonomy frameworks.
3. Adapt formative and summative assessment strategies for online and blended learning.
4. Manage digital classrooms and sustain student engagement in virtual settings.

Weekly Plan

Week	Topic	Key Activities
1	Learning theories in digital contexts	Comparative analysis of theories; reflection
2	Instructional design frameworks	Apply TPACK/SAMR to own teaching context
3	Designing for engagement	Design an engaging digital lesson segment
4	Assessment in digital environments	Create formative and summative assessment items
5	Classroom management online	Simulate virtual classroom scenarios
6	Integration and reflection	Final project: a complete digital lesson design

Assessment: As per standard assessment blueprint: weekly quizzes (20%, five quizzes across weeks 2–6), participation and practice (30%, live session engagement and practice tasks), and a final project (50%, complete digital lesson design with rationale).

8.2 Course 2: Online Teaching & Virtual Classroom Management

Element	Detail
Course Code	GTBS C-102
Domain	Online Teaching
Duration	6 weeks / 90 hours
Prerequisites	GTBS C-101 (recommended) or equivalent experience
Target Audience	Teachers aspiring to teach in virtual schools, online academies, or blended programs

Rationale: Virtual schools and online academies are expanding rapidly. Teachers require practical skills for synchronous and asynchronous instruction, engagement, and assessment integrity in the absence of a physical classroom.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Conduct effective synchronous and asynchronous online lessons.
2. Use virtual classroom tools (Zoom, Google Meet, Microsoft Teams) for instruction and interaction.
3. Manage online classroom behavior, participation, and assessment integrity.

4. Build community and foster peer collaboration in virtual environments.
5. Address digital equity and accessibility issues.

Weekly Plan

Week	Topic	Key Activities
1	The virtual classroom landscape	Platform familiarization; compare tools
2	Synchronous instruction	Deliver a 10-minute micro-lesson
3	Asynchronous design	Design an asynchronous learning sequence
4	Engagement and community	Design a community-building activity
5	Assessment integrity online	Design an authentic online assessment
6	Equity, access, and integration	Final project: a complete online lesson

Assessment: As per the standard format (quizzes 20%, participation 30%, final project 50%).

8.3 Course 3: Learning Management Systems – Administration & Practice

Element	Detail
Course Code	GTBS C-103
Domain	Learning Management Systems
Duration	6 weeks / 90 hours
Prerequisites	Basic computer literacy
Target Audience	Teachers, coordinators, and IT staff responsible for LMS deployment

Rationale: LMS platforms are the operational backbone of digital education. Schools and virtual academies require staff who can configure, administer, and teach through an LMS. This is a highly practical and directly employable course.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Set up and configure an LMS for a school or department.
2. Create courses, upload content, and manage enrolments.
3. Design assessments, quizzes, and assignments within the LMS.
4. Track student progress and generate reports.
5. Integrate third-party tools and plugins.
6. Troubleshoot common LMS issues.

Weekly Plan

Week	Topic	Key Activities
1	LMS fundamentals	Platform setup; navigation; user roles
2	Course creation and content	Build a course shell; upload resources
3	Assessment within the LMS	Create quizzes, assignments, rubrics

Week	Topic	Key Activities
4	Tracking and reporting	Generate and interpret progress reports
5	Integration and extension	Integrate external tools; explore plugins
6	Troubleshooting and integration	Final project: a fully configured mini-course

Assessment: As per standard format (quizzes 20%, participation 30%, final project 50%).

8.4 Course 4: AI Tools for Educators

Element	Detail
Course Code	GTBS C-104
Domain	AI-Enhanced Teaching
Duration	6 weeks / 90 hours
Prerequisites	Basic digital literacy
Target Audience	Teachers, trainers, instructional designers, and EdTech professionals

Rationale: AI is transforming education. Teachers must understand how to use AI for lesson planning, content generation, differentiation, and assessment, while navigating ethical considerations including bias and data privacy.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Understand the fundamentals of AI in education.
2. Use AI tools for lesson planning, content generation, and differentiation.
3. Apply AI for assessment, feedback, and learning analytics.
4. Evaluate ethical considerations, bias, and data privacy in AI-powered education.
5. Integrate AI tools into LMS and classroom practice.

Weekly Plan

Week	Topic	Key Activities
1	AI fundamentals in education	Survey of AI tools; capabilities and limits
2	AI for lesson planning	Generate and critique AI-assisted lesson plans
3	AI for content and differentiation	Create differentiated materials with AI
4	AI for assessment and feedback	Design AI-assisted feedback workflows
5	Ethics, bias, and privacy	Case analysis; policy drafting
6	Integration and reflection	Final project: an AI-integrated teaching plan

Assessment: As per the standard format (quizzes 20%, participation 30%, final project 50%).

9. Course Catalogue – Specialist Courses

The specialization courses follow the identical standard format described in Section 7 above.

9.1 Course 5: Digital Content Creation & Curation

Element	Detail
Course Code	GTBS C-201
Domain	Content Creation and Curation
Prerequisites	GTBS C-101 or equivalent knowledge / experience
Target Audience	Teachers, instructional designers, content developers

Rationale: Effective digital learning depends on high-quality, accessible content. This course develops the ability to create, adapt, and curate digital resources aligned to curriculum and learner needs.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Apply multimedia learning principles to digital content design.
2. Create accessible, inclusive digital learning resources.
3. Curate and evaluate open educational resources (OER).
4. Adapt existing content for different platforms and learner groups.
5. Apply copyright and licensing knowledge responsibly.

9.2 Course 6: Teaching & Learning Analytics

Element	Detail
Course Code	GTBS C-202
Domain	Analytics
Prerequisites	GTBS C-103
Target Audience	Teachers, coordinators, school leaders

Rationale: LMS platforms generate substantial data on learner behavior and performance. This course equips educators to interpret that data and use it to improve teaching and learning.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Explain key concepts in learning analytics.
2. Interpret LMS and assessment data to identify learning patterns.
3. Use data to inform instructional decisions and intervention.
4. Design simple dashboards and reports for stakeholders.
5. Address ethical considerations in learner data use.

9.3 Course 7: Hardware Configuration & EdTech Infrastructure

Element	Detail
Course Code	GTBS C-203
Domain	Classroom Technology Integration
Prerequisites	Basic IT literacy

Element	Detail
Target Audience	IT staff, lab coordinators, technicians, school administrators

Rationale: Digital learning depends on reliable infrastructure. This course develops the practical skills to configure, maintain, and troubleshoot common EdTech hardware.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Configure interactive boards, projectors, and display systems.
2. Set up and manage tablets, laptops, and mobile devices for learning.
3. Establish and troubleshoot network connectivity for classrooms.
4. Implement basic device management and security practices.
5. Plan and budget for EdTech infrastructure.

9.4 Course 8: EdTech Entrepreneurship & Innovation

Element	Detail
Course Code	GTBS C-204
Domain	EdTech Entrepreneurship
Prerequisites	A-Level or equivalent
Target Audience	Senior educators, aspiring EdTech founders, innovators

Rationale: The EdTech sector offers significant entrepreneurial opportunity. This course equips educators and professionals to conceive, validate, and launch EdTech ventures or innovation projects.

Learning Outcomes: Upon successful completion, candidates will be able to:

1. Identify problems and opportunities in the EdTech market.
2. Validate EdTech ideas through user research and prototyping.
3. Develop a business model for an EdTech venture.
4. Understand funding, partnership, and scaling pathways.
5. Navigate ethical and regulatory considerations in EdTech.

10. Learning Pathways

Candidates may select courses freely, but the following endorsed pathways are recommended:

Pathway	Course Sequence	Intended Outcome
A – Digital Teacher	C-101 → C-102 → C-103 → C-104	Certified Digital Teacher for blended and online classrooms
B – Virtual School Teacher	C-101 → C-102 → C-103	Qualified to teach in virtual schools and online academies

Pathway	Course Sequence	Intended Outcome
C – EdTech Specialist	C-103 → C-104 → C-101 → C-102	Specialist supporting institutional EdTech deployment
D – School Leader / Coordinator	C-101 → C-103 → C-104 → C-202	Leader capable of driving digital transformation
E – EdTech Entrepreneur	C-104 → C-201 → C-204 → C-103	Innovator or founder in the EdTech sector

Diploma Grouping Rule: any four courses qualify the candidate for the Diploma in EdTech & AI

11. Entry Requirements and Registration

11.1 General Entry Requirements

Requirement	Detail
Minimum age	18 years
Education	A-Level / Higher secondary certificate (or equivalent); bachelor's degree preferred
Digital literacy	Basic computer and internet skills
Language	Working proficiency in English
Access	Reliable internet connection and a device capable of joining live sessions

11.2 Course-Specific Prerequisites

Some courses recommend or require prior courses. Recommended prerequisites are advisory; required prerequisites are mandatory.

11.3 Registration Process

1. Online application through the GTBS/Innoversity candidate portal.
2. Document verification (identity, qualifications where relevant).
3. Fee payment or confirmation of sponsorship.
4. Cohort allocation and platform access.
5. Orientation (asynchronous module plus optional live session).

11.4 Recognition of Prior Professional Learning (RPL)

Candidates with substantial relevant experience or prior training may apply for Recognition of Prior Professional Learning (RPL) for specific courses. RPL decisions rest with the Programs Committee and are documented. RPL is not available for the final project component of any course.

12. Assessment and Certification

12.1 Assessment Blueprint

Component	Weight	Description
Weekly quizzes	20%	Five short online quizzes (weeks 2–6)
Participation and practice	30%	Live session engagement; structured practice tasks
Final project/portfolio	50%	Applied project demonstrating course outcomes

12.2 Pass Requirements

Requirement	Threshold
Overall score	≥70%
Each component, minimum	≥60%
Final project	Must be submitted and passed

12.3 Resubmission

Candidates who fail a component (other than quizzes) may resubmit once within 30 days. Quizzes may be retaken once. Failure after resubmission requires course repetition.

12.4 Award

Successful candidates receive a Certificate of Completion, stating:

- Course title and code
- Duration (6 weeks / 90 hours)
- Pass grade and date
- Competency domains covered
- Reference to progression into the Diploma in EdTech & AI

12.5 Certification Verification

Certificates carry a unique verification code and may be verified through the GTBS digital registry.

13. Delivery, Operations and Technology

13.1 Delivery Model

Aspect	Specification
Mode	Blended — live online classes plus self-paced LMS study
Live platform	Zoom / Microsoft Teams
Learning platform	GTBS LMS
Class size	25–30 participants

Aspect	Specification
Facilitation	Qualified subject specialists; certified master trainers where applicable
Scheduling	2 live sessions per week (evenings/weekends)
Recording	Live sessions recorded and available for 90 days

13.2 Technology Requirements (Candidate)

Requirement	Minimum
Device	Laptop, desktop, or tablet with camera and microphone
Internet	Stable connection, minimum 5 Mbps
Software	Modern web browser; Zoom/Teams client
Environment	Quiet space for live sessions

13.3 Learner Support

- Academic support via discussion forums and office hours
- Technical helpdesk during live sessions
- Accessibility accommodations on request
- Cohort community group for peer support

14. Credit Status and Progression

14.1 Credit Status of Individual Courses

Individual EdTech Certification Courses are non-credit CPD. They do not carry ECTS or UK credits in isolation.

14.2 Progression to the Diploma

Requirement	Detail
Courses required	Any 4 approved courses
Completion window	Within 3 years
Pass requirement	Pass in each course's final assessment
Award	Diploma in EdTech & AI (EQF Level 4, 12 ECTS, 360 hours)

14.3 Progression to the EdTech Practice Licence

Licence Tier	Requirement
Associate EdTech Licence	Certificate in EdTech or equivalent
Professional EdTech Licence	Diploma in EdTech & AI (EQF Level 4, 12 ECTS)
Advanced EdTech Licence	Professional Diploma (EQF Level 5, 18 ECTS) or Advanced Diploma (12 ECTS)

15. Fees and Financial Framework

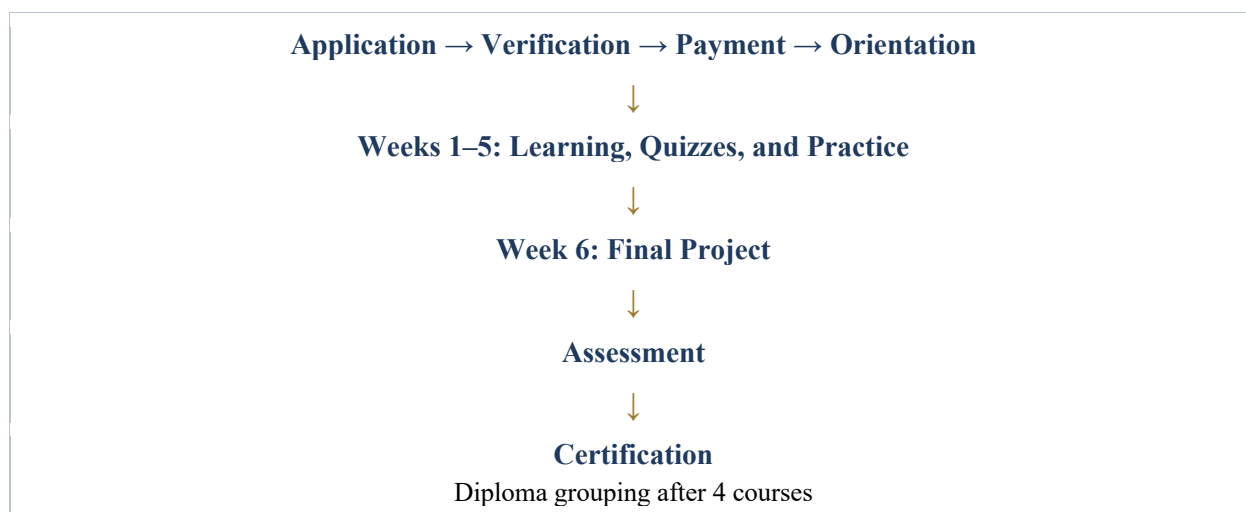
15.1 Fee Structure (Indicative)

Item	Fee in CHF	Basis
Course fee	100 per ECTS	Per candidate, per course
Diploma grouping fee	50	On award of Diploma
Institutional cohort rate	10%	Discounted rate for cohorts of 10 or more
Certificate reissue	50	Per replacement

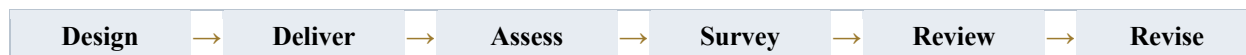
15.2 Sponsorship

Employers, education departments, and development partners may sponsor candidates. Sponsored cohorts are managed through institutional agreements.

16. Candidate Journey Map



Continuous Improvement Cycle



Each cohort's feedback informs the next delivery. Courses scoring below the satisfaction threshold are subject to immediate review.