

Hybrid Master's Degree

MBA in Education Policy Management





Hybrid Master's Degree

MBA in Education Policy Management

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master-degree/hybrid-master-degree-mba-education-policy-management

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 28

05

Internship

p. 34

06

Internship Centers

p. 40

07

Career Opportunities

p. 44

08

Study Methodology

p. 48

09

Teaching Staff

p. 58

10

Certificate

p. 78

01

Introduction to the Program

Education is one of the fundamental pillars for the development of any society, and its efficient management depends on the implementation of adequate education policies. In this sense, Education Policy Management plays a crucial role in the formulation and execution of strategies that promote equity and quality in education. Therefore, it is essential that specialists master the most cutting-edge strategies to design programs that promote inclusive, equitable and quality education. In this scenario, TECH has developed an innovative university degree focused on the latest trends in Education Policy Management.





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With this Hybrid Master's Degree, you will master the most innovative strategies for creating efficient Education Policies that promote inclusive and efficient learning”

Education Policy Management plays a fundamental role in the design of strategies that improve the quality of education and guarantee access to all students. In this sense, a recent study by the United Nations World Organization shows that 10% of the world's population faces barriers to accessing education due to factors such as disability, poverty or geographical location. Faced with this reality, specialists need to formulate strategies that contribute to the reduction of inequalities in education.

With the aim of facilitating this task, TECH presents an exclusive Hybrid Master's Degree MBA in Education Policy Management. Designed by leading experts in the field, the syllabus will delve into issues ranging from the use of cutting-edge technology tools to optimize the classroom experience or the legal framework of educational organizations to the implementation of quality systems in the educational field. Thanks to this, students will develop the necessary skills to lead the creation and implementation of innovative Education Policies, adapted to current global challenges.

As regards the methodology of this university program, it consists of two parts. The first stage is theoretical and is taught in a convenient 100% online format, allowing students to plan their own schedules. Afterwards, the graduates will carry out a practical internship in a prestigious organization related to the educational field. In this way, students will be able to put into practice everything they have learned and perfect their skills. In addition, they will be accompanied at all times by a specialist with extensive experience in Education Policy Management. In addition, renowned International Guest Directors will deliver intensive Masterclasses.

This **Hybrid Master's Degree MBA in Education Policy Management** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of more than 100 case studies presented by Education Policy Management professionals
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice.
- ♦ 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
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



You will efficiently manage the resources and equipment in academic institutions, promoting an inclusive learning environment"

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You will carry out a practical internship in a renowned institution in the field of Education Policy Management”

This Hybrid Master’s Degree allows you to exercise in simulated environments, which provide immersive learning programmed to train in real situations.

You will delve into the latest trends in the implementation of effective education policies, with a focus on equity.

In this vocationally-oriented, Hybrid Master’s Degree, the program is aimed at updating the skills of Education Policy Management professionals. The content is based on the latest scientific evidence and is didactically oriented to integrate theoretical knowledge into daily practice, and the theoretical-practical elements will facilitate the updating of knowledge and enable informed decision making.

Thanks to their multimedia content, developed using the latest educational technology, they will enable professionals in the field of Education Policy Management to engage in situated and contextual learning, that is to say, a simulated environment that will provide immersive learning designed to prepare them for real-life situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts at TECH”*

The world's best online university, according to FORBES

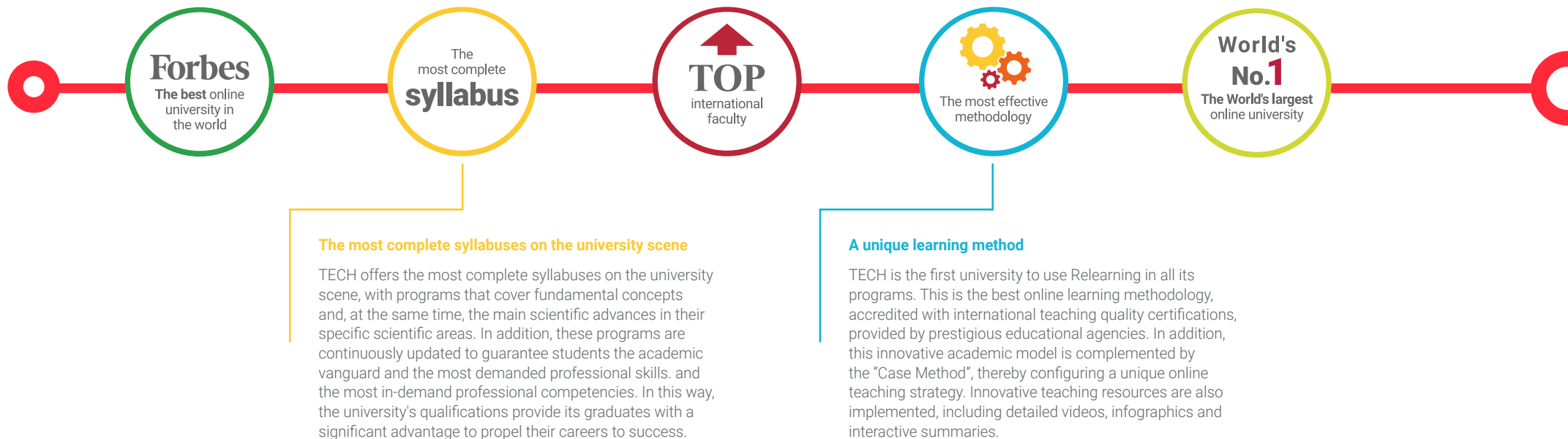
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

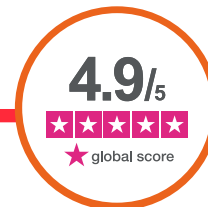
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



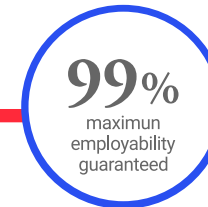
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

The teaching materials that make up this university program have been designed by true leaders in the field of Education Policy Management. The academic itinerary will therefore delve into areas ranging from the management of the main Information and Communication Technologies or strategies to prevent social exclusion to cutting-edge techniques for the assessment of educational programs. In this way, graduates will be qualified to lead initiatives that promote inclusion, equality and the continuous improvement of education systems.



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*You will gain a deeper understanding
of the design of education policies
that respond to the specific needs
and contexts of each community”*

Module 1. Educational Sociology

- 1.1. Introduction to Sociology
 - 1.1.1. What Is Sociology?
 - 1.1.1.1. Basic Concepts
 - 1.1.1.2. Field of Sociology
 - 1.1.2. Beginnings of Sociology
 - 1.1.2.1. Auguste Comte
 - 1.1.2.2. Emile Durkheim
 - 1.1.2.3. Karl Marx
 - 1.1.2.4. Max Weber
 - 1.1.3. Contemporary Authors
 - 1.1.3.1. Michel Foucault
 - 1.1.3.2. Jürgen Habermas
 - 1.1.3.3. The Role of Sociology in Society
- 1.2. Fundamentals of Educational Sociology
 - 1.2.1. Objective of Educational Sociology
 - 1.2.2. Relationship between Education and Sociology
 - 1.2.3. Social Functions of Education
- 1.3. Education as a Social Institution
 - 1.3.1. Concept of Social Institution
 - 1.3.2. Functions of Education as a Social Institution
 - 1.3.3. Training for Citizens
 - 1.3.4. The Transforming Role of Education
- 1.4. Main Social Institutions
 - 1.4.1. The Family
 - 1.4.2. The School
 - 1.4.3. Society
 - 1.4.4. Relationship between Families, School, and Society
- 1.5. Theories on Schooling I
 - 1.5.1. Bernstein's Linguistic Codes
 - 1.5.2. Colleges and Industrial Capitalism Bowles and Gintis
 - 1.5.3. Ivan Illich and the Hidden Curriculum
 - 1.5.4. Cultural Reproduction
- 1.6. Theories on Schooling II
 - 1.6.1. Education and Inequality
 - 1.6.2. James Coleman
 - 1.6.3. Jeannie Oakes
- 1.7. Gender and Ethnicity in the Sociology of Education
 - 1.7.1. Introduction and Concepts
 - 1.7.2. Gender and the Educational System
 - 1.7.3. Revision of the Model
 - 1.7.4. Education and Ethnicity
- 1.8. Attention to Differences
 - 1.8.1. Attention to Diversity
 - 1.8.2. Inclusion and School Integration
 - 1.8.3. Individualized Teaching
 - 1.8.4. Procedures for Individualized Instruction
- 1.9. New Challenges of Educational Sociology
 - 1.9.1. Society in Constant Change
 - 1.9.2. Globalization and Education
 - 1.9.3. Education and New Communication Technologies
 - 1.9.4. Educational Technologies
- 1.10. Sociological Research Methods
 - 1.10.1. Basic Concepts
 - 1.10.2. The Research Process
 - 1.10.3. Research Methods
 - 1.10.4. The Influence of Sociology

Module 2. Social and Cultural Anthropology

- 2.1. Objective and Method of Educational Anthropology
 - 2.1.1. Definition of Anthropology
 - 2.1.2. Adaptation, Variation and Change
 - 2.1.3. General Anthropology
 - 2.1.4. Subdisciplines of Anthropology
 - 2.1.5. Applied Anthropology
- 2.2. Field Work
 - 2.2.1. Ethnography
 - 2.2.2. Ethnographic Techniques
 - 2.2.3. Research Design
 - 2.2.4. Ethical Codes
 - 2.2.5. The Survey
- 2.3. Culture
 - 2.3.1. Conceptual Delimitation
 - 2.3.1.1. Culture and Nature
 - 2.3.1.2. Levels of Culture
 - 2.3.2. Ethnocentrism, Cultural Relativism and Human Rights
 - 2.3.3. Universality, Generality and Particularity
 - 2.3.4. Mechanisms of Cultural Change
 - 2.3.5. Globalization
- 2.4. Ethnicity
 - 2.4.1. Ethnic Groups and Ethnicity
 - 2.4.2. Ethnic Groups, Nations and Nationalities
 - 2.4.3. Peaceful Coexistence
 - 2.4.4. Roots of Ethnic Conflict
- 2.5. Forms of Life
 - 2.5.1. Adaptation Strategies
 - 2.5.2. Foraging
 - 2.5.3. Cultivation
 - 2.5.4. Grazing
 - 2.5.5. Production Modes
 - 2.5.6. Distribution and Exchange
- 2.6. Families, Kinship and Affiliation
 - 2.6.1. Families
 - 2.6.2. Affiliation
 - 2.6.3. Calculation of Kinship
 - 2.6.4. Terminology of Kinship
- 2.7. Marriage
 - 2.7.1. Same-Sex Marriage
 - 2.7.2. Incest and Exogamy
 - 2.7.3. Explanations of the Incest taboo
 - 2.7.4. Endogamy
 - 2.7.5. Marriage as an Alliance between Groups
 - 2.7.6. Divorce
 - 2.7.7. Multiple Marriages
- 2.8. Political Systems
 - 2.8.1. Gangs and Tribes
 - 2.8.2. Chiefs
 - 2.8.3. Status
 - 2.8.4. The Origin of Status
- 2.9. Gender
 - 2.9.1. Definition of Gender
 - 2.9.2. Gender among Foragers
 - 2.9.3. Sexualities and Gender
 - 2.9.4. Gender among Farmers
 - 2.9.5. Patriarchy and Violence
 - 2.9.6. Feminization of Poverty
- 2.10. Applied Anthropology
 - 2.10.1. Usefulness of Anthropology
 - 2.10.2. Academic Anthropology
 - 2.10.3. Anthropology and Education
 - 2.10.4. Urban Anthropology
 - 2.10.5. Medical Anthropology

Module 3. Education Policy and Comparative Education

- 3.1. Education and Education Policy
 - 3.1.1. Nature and Objectives of Education Policy
 - 3.1.2. Ideologies and Education
 - 3.1.3. Educational Systems and the Problem of Their Reform
- 3.2. Fundamentals of Comparative Education
 - 3.2.1. Definition of Comparative Education
 - 3.2.2. Evolution of Comparative Education
 - 3.2.3. Current Perspectives of Comparative Education
 - 3.2.4. Aims and Sources of Comparative Education
- 3.3. Comparative Research Methodology
 - 3.3.1. Definition of the Methodological Design
 - 3.3.2. Phases of a Comparative Education Research
 - 3.3.3. Research Design
 - 3.3.4. Development of the Research
- 3.4. Sources and Resources of Comparative Education
 - 3.4.1. Organization of Information in Education
 - 3.4.2. Useful Resources and Tools for Comparative Education
 - 3.4.3. Example of Comparative Study Designs
- 3.5. Educational Systems in Europe
 - 3.5.1. Regulation Models
 - 3.5.2. The French School Model
 - 3.5.3. The Educational System in England
 - 3.5.4. Educational Reform in Spain
- 3.6. Supranational Education Policy
 - 3.6.1. Definition and Purpose of the Study
 - 3.6.2. Contemporary Supranational Educational Policy Management
 - 3.6.3. Types and Approaches to Supranational Policies
- 3.7. International Organizations and Education
 - 3.7.1. Relevance of International Organizations in Education
 - 3.7.2. United Nations Agencies
 - 3.7.3. The World Bank

- 3.8. The Educational Policy of the European Union
 - 3.8.1. Stages of European Education Policy
 - 3.8.2. Aims of the European Education Policy
 - 3.8.3. The Future of Community Education Policy
- 3.9. International Overview of Education
 - 3.9.1. Context of Worldwide Education
 - 3.9.2. The 21st Century and Education
 - 3.9.3. Education, Sustainable Development and Peace
- 3.10. Links between Comparative Research and Educational Policy Management
 - 3.10.1. Current Context Between Comparative Research and Educational Policy Management
 - 3.10.2. Phases between Two Disciplines
 - 3.10.3. Methodology for the Comparative Study of Educational Policy Management

Module 4. Education Economics

- 4.1. Introduction to Economics
 - 4.1.1. Concept of Economics
 - 4.1.2. Elements That Define the Economy
 - 4.1.3. Functioning of the Economy
 - 4.1.4. Economic Systems
- 4.2. Education Economics
 - 4.2.1. Education and Economy
 - 4.2.2. History of Education Economics
 - 4.2.3. Economic Aspects of Education
- 4.3. Sources and Models of Education Financing
 - 4.3.1. Financial Mechanisms in Education
 - 4.3.2. The Financing of Compulsory Education
 - 4.3.3. The Financing of Post-Compulsory Education
 - 4.3.4. Financing Models
- 4.4. Public Goods and Externalities of Educational Activity
 - 4.4.1. Externalities in Education
 - 4.4.2. Forms of Public Intervention in Education
 - 4.4.3. The Benefits of Education
 - 4.4.4. Education as a Public or Private Good?
 - 4.4.5. Reasons that Justify Public Intervention in Education

- 4.5. Economic and Educational Development
 - 4.5.1. Education and Production
 - 4.5.2. Education and Economic Convergence
 - 4.5.3. Problems in Economic Definition and Estimation
 - 4.5.4. Contribution of Education to Economic Growth
- 4.6. Analysis of the Determinants of Economic Welfare
 - 4.6.1. Theoretical Background
 - 4.6.2. Descriptive Analysis of World Economic and Social Development
 - 4.6.3. Human Development and Its Conditioning Factors
- 4.7. Educational Production and Performance
 - 4.7.1. Contextualization of Educational Production
 - 4.7.2. Educational Production Function
 - 4.7.3. Inputs in the Production Process
 - 4.7.4. Models for Measuring Educational Production and Output
 - 4.7.5. Design and Interpretation of Data in Educational Production
 - 4.7.6. Economic Value of Education
- 4.8. Labor Market and Education
 - 4.8.1. Basic Concepts
 - 4.8.2. Technological Functionalism and the Theory of Human Capital
 - 4.8.3. Credentialism and Correspondence Theory
 - 4.8.4. Filter Theory
 - 4.8.5. Globalized Economy and Employment
- 4.9. Labor Market and Teachers
 - 4.9.1. Labor Market in the 21st Century
 - 4.9.2. Differences between the Labor Market and the Educational Labor Market
 - 4.9.3. The Teaching Professional
- 4.10. Investment and Expenditure in Education
 - 4.10.1. OECD Education Systems
 - 4.10.2. Education Spending
 - 4.10.3. Education as an Investment
 - 4.10.4. Justification of Public Intervention

Module 5. Information and Communication Technologies for Education

- 5.1. ICT, Literacy, and Digital Skills
 - 5.1.1. Introduction and Objectives
 - 5.1.2. The School in the Knowledge Society
 - 5.1.3. ICT in the Teaching and Learning Process.
 - 5.1.4. Digital Literacy and Competencies
 - 5.1.5. The Role of the Teacher in the Classroom
 - 5.1.6. The Digital Competencies of the Teacher
 - 5.1.7. Bibliographical References
 - 5.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
 - 5.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
 - 5.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
 - 5.1.11. Guidelines for the Creation of Teacher Profiles
 - 5.1.12. Creating a Teacher Profile on Twitter
 - 5.1.13. Bibliographical References
- 5.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 5.2.1. Introduction and Objectives
 - 5.2.2. Conditions for Participatory Learning
 - 5.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
 - 5.2.4. Content Creation in Web 2.0: Digital Tools
 - 5.2.5. The Blog as a Classroom Pedagogical Resource
 - 5.2.6. Guidelines for the Creation of an Educational Blog
 - 5.2.7. Elements of the Blog to Make it an Educational Resource
 - 5.2.8. Bibliographical References
- 5.3. Personal Learning Environments for Teachers
 - 5.3.1. Introduction and Objectives
 - 5.3.2. Teacher Training for the Integration of ICTs
 - 5.3.3. Learning Communities
 - 5.3.4. Definition of Personal Learning Environments
 - 5.3.5. Educational Use of PLE and NLP
 - 5.3.6. Design and Creation of our Classroom PLE
 - 5.3.7. Bibliographical References

- 5.4. Collaborative Learning and Content Curation
 - 5.4.1. Introduction and Objectives
 - 5.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
 - 5.4.3. Digital Tools for Collaborative Work
 - 5.4.4. Content Curation
 - 5.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences.
 - 5.4.6. The Content Curator Teacher. Scoop.it
 - 5.4.7. Bibliographical References
- 5.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom.
 - 5.5.1. Introduction and Objectives
 - 5.5.2. Principle of Connected Learning
 - 5.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 5.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 5.5.5. Types of Social Networks
 - 5.5.6. How to use Social Networks in the Classroom: Content Creation
 - 5.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 5.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 5.5.9. Digital Identity
 - 5.5.10. Risks for Minors on the Internet
 - 5.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 5.5.12. Platforms for Promoting Safety on the Internet
 - 5.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICT in the Classroom
 - 5.5.14. Bibliographical References
- 5.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 5.6.1. Introduction and Objectives
 - 5.6.2. Bloom's Taxonomy and ICT
 - 5.6.3. The Educational Podcast as an Educational Element
 - 5.6.4. Audio Creation
 - 5.6.5. The Image as an Educational Element
 - 5.6.6. ICT Tools with Educational Use of Images
 - 5.6.7. The Editing of Images with ICT: Tools for Editing
 - 5.6.8. What is PBL?
 - 5.6.9. Process of Working with PBL and ICT
 - 5.6.10. Designing PBL with ICT
 - 5.6.11. Educational Possibilities in Web 3.0
 - 5.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
 - 5.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 5.6.14. Platforms for the Dissemination of Audiovisual Materials
 - 5.6.15. Guidelines for the Creation of an Educational Video
 - 5.6.16. Bibliographical References
- 5.7. Regulations and Legislation Applicable to ICT
 - 5.7.1. Introduction and Objectives
 - 5.7.2. Data Protection Laws BORRAR
 - 5.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 5.7.4. The Author's Rights: Copyright and Creative Commons
 - 5.7.5. Use of Copyrighted Material
 - 5.7.6. Bibliographical References
- 5.8. Gamification: Motivation and ICT in the Classroom
 - 5.8.1. Introduction and Objectives
 - 5.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
 - 5.8.3. Game-Based Learning (GBL)
 - 5.8.4. Augmented Reality (AR) in the Classroom
 - 5.8.5. Types of Augmented Reality and Classroom Experiences
 - 5.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 5.8.7. Classroom Experiences
 - 5.8.8. Bibliographical References

- 5.9. Media Competency in the Classroom with ICT
 - 5.9.1. Introduction and Objectives
 - 5.9.2. Promoting the Media Competence of Teachers
 - 5.9.3. Mastering Communication for Motivating Teaching
 - 5.9.4. Communicating Pedagogical Content with ICT
 - 5.9.5. Importance of the Image as a Pedagogical Resource
 - 5.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 5.9.7. Working in the Classroom with Images
 - 5.9.8. Sharing Images on Web 2.0
 - 5.9.9. Bibliographical References
- 5.10. Assessment for Learning Through ICT
 - 5.10.1. Introduction and Objectives Assessment for Learning Through ICT
 - 5.10.2. Evaluation Tools: Digital Portfolio and Rubrics
 - 5.10.3. Building an e-Portfolio with Google Sites
 - 5.10.4. Generating Evaluation Rubrics
 - 5.10.5. Design Evaluations and Self-Evaluations with Google Forms
 - 5.10.6. Bibliographical References

Module 6. Social Exclusion and Policies for Inclusion

- 6.1. Basic Concepts of Equality and Diversity
 - 6.1.1. Diversity and Equal Opportunities
 - 6.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 6.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 6.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 6.2.1. Current Context of Social Exclusion
 - 6.2.2. New Sociodemographic Reality
 - 6.2.3. New Labor Reality
 - 6.2.4. Crisis of the Welfare State
 - 6.2.5. New Relational Forms and New Social Ties

- 6.3. Exclusion in Schools
 - 6.3.1. Epistemological Preamble
 - 6.3.2. Sociological References
 - 6.3.3. Social Context that Generates Inequalities
 - 6.3.4. Social Exclusion and Integration
 - 6.3.5. Schooling and Educational Exclusion
 - 6.3.6. Meritocracy and Democratization of Secondary Education
 - 6.3.7. Neoliberal Discourse and the Effects of Power.
- 6.4. Main Factors of School Failure
 - 6.4.1. Definition of School failure
 - 6.4.2. Causes of School failure
 - 6.4.3. Difficulties Associated with Failure
 - 6.4.4. Methods of Diagnosing School Failure
- 6.5. Inclusive School and Interculturality
 - 6.5.1. Pluricultural Society and Intercultural Education
 - 6.5.2. Inclusive Education as a Response
 - 6.5.3. Democratic Coexistence in the Classroom
 - 6.5.4. Methodological Proposals for Inclusive Education
- 6.6. Practical Approaches in Attention to Diversity
 - 6.6.1. Inclusive Education in Spain
 - 6.6.2. Inclusive Education in France
 - 6.6.3. Inclusive Education in Latin America
- 6.7. Digital Exclusion in the Digital Information Society
 - 6.7.1. ICTs and the Digital Divide
 - 6.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 6.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 6.8. The Inclusion of ICT in the Diverse School
 - 6.8.1. ICT as an Inclusive Resource
 - 6.8.2. Teacher Training, ICT and Attention to Diversity.
 - 6.8.3. Adaptation of ICT to the Students' Needs

- 6.9. Social Exclusion and Pedagogical Innovation
 - 6.9.1. Inclusion, a New Paradigm
 - 6.9.2. The Denaturalization of School Failure
 - 6.9.3. The Defence of Diversity
 - 6.9.4. Questioning Homogeneity
 - 6.9.5. Resignification of the Teacher's Role
- 6.10. Needs and Practices in Social Policies for Inclusion
 - 6.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 6.10.2. Anticipating Social Problems
 - 6.10.3. Social Participation
 - 6.10.4. Multilevel Articulation

Module 7. Legislation and Legal Regime of Educational Organizations

- 7.1. School Organization
 - 7.1.1. Complexity of School Organization
 - 7.1.2. School Organization and Its Elements
 - 7.1.3. School Organization and Educational Legislation
- 7.2. Policy and Educational Administration in Spain
 - 7.2.1. Educational Policy in Spain
 - 7.2.2. The Educational Administration in Spain: Its Levels and Distribution of Competences
 - 7.2.3. The Administrative Coordination Bodies of the Spanish Educational System
- 7.3. Educational Legislation and the Levels of Curricular Specification
 - 7.3.1. Educational Legislation in Spain and the Normative Pyramid
 - 7.3.2. The Educational Legislation in Spain and the Different Types of Legal Standards
 - 7.3.3. The Levels of Curricular Concreteness in the Spanish educational system
- 7.4. Recent Legislative Background
 - 7.4.1. The General Education Law and the Period of Democratic Transition
 - 7.4.2. The Organic Law Regulating the Right to Education (LODE)
 - 7.4.3. The Organic Law on the General Organization of the Educational System (LOGSE)
 - 7.4.4. The Organic Law on the Participation, Evaluation and Governance of Educational Centers (LOPEG)
 - 7.4.5. The Organic Law on the Quality of Education (LOCE)
 - 7.4.6. The Organic Law on Education (LOE)
 - 7.4.7. The Organic Law for the Improvement of the Quality of Education (LOMCE)

- 7.5. Education in the European Union Framework
 - 7.5.1. General Conceptions of the European Union and Education
 - 7.5.2. European Higher Education and Its Elements
 - 7.5.3. Other Educational Systems of the European Union
- 7.6. The Configuration of the Spanish Educational System BORRAR
 - 7.6.1. The Organization Chart of the Current Educational System: the LOE, the LOMCE and the LOMLOE
 - 7.6.2. The Essential Elements of the Educational System in Spain
 - 7.6.3. The Basic Characteristics of Pre-School Education and Primary Education
- 7.7. Rights and Freedoms of the Educational Field
 - 7.7.1. The Rights and Freedoms of the Sphere in the Spanish Constitution BORRAR
 - 7.7.2. The Right to Education
 - 7.7.3. Freedom of Education
- 7.8. Structure and Organization of Educational Centers: The PEC, the PGA and the RRI
 - 7.8.1. School Structures
 - 7.8.2. School Organization
 - 7.8.3. Pedagogical-Normative Documents: The PEC, the PGA and the RRI BORRAR
- 7.9. Fundamental Aspects of Schools
 - 7.9.1. The School Calendar and Timetable
 - 7.9.2. The School Building and Classrooms
- 7.10. Other Essential Ideas about Organization in Schools
 - 7.10.1. Student Organization
 - 7.10.2. School Promotion
 - 7.10.3. Attention to Diversity
 - 7.10.4. Tutoring
 - 7.10.5. School Assessments
 - 7.10.6. Educational Environment

Module 8. Assessment of Educational Programs

- 8.1. Concept and Program Components. Pedagogical Assessment
 - 8.1.1. Assessment
 - 8.1.2. The Assessment and Education
 - 8.1.3. Components of the Educational Assessment
- 8.2. Models and Methodologies for the Assessment
 - 8.2.1. Standards for Educational Assessment BORRAR
 - 8.2.2. Models of Educational Assessment
 - 8.2.3. Assessment as a Process
- 8.3. Standards for Evaluative Research
 - 8.3.1. General Concept of Standards
 - 8.3.2. Organization and Content of Standards
 - 8.3.3. Reflections on Standards
- 8.4. Principle of Complementarity. Methods and Techniques
 - 8.4.1. Definition of the Principle of Complementarity
 - 8.4.2. Methodology for Applying the Principle of Complementarity.
 - 8.4.3. Complementarity Techniques
- 8.5. Techniques and Instruments of Educational Assessment
 - 8.5.1. Educational Assessment Strategies
 - 8.5.2. Techniques and Instruments of Educational Assessment
 - 8.5.3. Examples of Educational Assessment Techniques
- 8.6. Available Data, Statistics, Files, Indicators. Content Analysis
 - 8.6.1. Conceptualization of Content Analysis
 - 8.6.2. Early Methodological Proposals in Content Analysis
 - 8.6.3. Components of Data Analysis
 - 8.6.4. Data Analysis Techniques
- 8.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
 - 8.7.1. Concept of Educational Assessment Instrument
 - 8.7.2. Criteria for Selection of Assessment Instruments
 - 8.7.3. Types of Assessment Techniques and Instruments
- 8.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
 - 8.8.1. Initial Assessment. Introduction
 - 8.8.2. Needs Analysis
 - 8.8.3. Program Design

- 8.9. Program Development. Formative Assessment of the Program
 - 8.9.1. Introduction
 - 8.9.2. Formative Assessment. Development
 - 8.9.3. Conclusions
- 8.10. Program Conclusions. Final Summative Assessment
 - 8.10.1. Introduction
 - 8.10.2. Final Summative Assessment
 - 8.10.3. Conclusions

Module 9. Quality Policies in Education Organizations

- 9.1. The Quality of Education: Discourses, Policies and Practices
 - 9.1.1. Introduction: Quality and Education
 - 9.1.2. Educational Quality and Neoliberalism
 - 9.1.3. Educational Policy Discourses
 - 9.1.4. Right to Quality Education
- 9.2. Debates on the Quality of Education
 - 9.2.1. Introduction
 - 9.2.2. Quality and Public Schools
 - 9.2.3. Dispute on Education Quality
 - 9.2.4. Conclusions
- 9.3. Contemporary Political Discourses on the Quality of Education at the International Level
 - 9.3.1. Introduction
 - 9.3.2. Discursive Changes in Education
 - 9.3.3. Quality and Economic Development
 - 9.3.4. Concept of Human Development
 - 9.3.5. International Discourses on Educational Quality
- 9.4. Policies, Plans and Programs for the Improvement of the Quality of Education
 - 9.4.1. Concept and Background of the School Quality Improvement Movement
 - 9.4.2. Historical Evolution of School Quality
 - 9.4.3. Contributions of School Quality Improvement Policies
 - 9.4.4. Stages of the School Quality Improvement process.

- 9.5. Quality and Education Assessment Systems
 - 9.5.1. Introduction: Quality and Assessment
 - 9.5.1.1. Functions of Quality Assessment
 - 9.5.1.2. Objects of Quality Assessment
 - 9.5.1.3. Characteristics of Quality Assessment
 - 9.5.1.4. Inappropriate Use of Quality Assessment
 - 9.5.2. Quality Indicators
 - 9.5.3. Assessments at Educational Centers
 - 9.5.4. Conclusions
- 9.6. Perspectives on the Assessment of Educational Quality
 - 9.6.1. Assessment as an Agent of Improvement
 - 9.6.2. Global, Integral Assessment Approach
 - 9.6.3. Potential Risks of Assessment
 - 9.6.4. Conclusions
- 9.7. Contemporary Educational Quality Improvement Practices
 - 9.7.1. Education Quality Policies in Spain
 - 9.7.2. Education Quality Policies in Ibero-America
 - 9.7.3. Education Quality Policies in France
- 9.8. Gender Approach and Education Quality
 - 9.8.1. Gender and Education Quality
 - 9.8.2. Gender as an Element of Quality
 - 9.8.3. Conclusions
- 9.9. Citizen Focus and Education Quality
 - 9.9.1. Citizen Participation and Improvement of Education Quality
 - 9.9.2. Democracy and Quality
 - 9.9.3. Conclusions
- 9.10. University and Education Quality
 - 9.10.1. University Quality: Concept and Dimensions
 - 9.10.2. The Mass University
 - 9.10.3. Educational Stakeholders in Quality
 - 9.10.4. Research, Quality and University
 - 9.10.5. Conclusions



Module 10. Equality and Diversity in the Classroom

- 10.1. Basic Concepts of Equality and Diversity
 - 10.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 10.1.2. Diversity as Something Positive and Essential to Life
 - 10.1.3. Relativism and Ethnocentrism
 - 10.1.4. Human Dignity and Human Rights
 - 10.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 10.1.6. Bibliographical References
- 10.2. Evolution from Special Needs Education to Inclusive Education in Pre-School Education
 - 10.2.1. Key Concepts from Special Education to Inclusive Education
 - 10.2.2. Inclusive School Conditions
 - 10.2.3. Promoting Inclusive Education in Pre-School Education
- 10.3. Characteristics and Needs in Early Childhood
 - 10.3.1. Acquisition of Motor Skills
 - 10.3.2. Acquisition of Psychological Development
 - 10.3.3. Development of Subjectivation
- 10.4. Exclusion in Schools
 - 10.4.1. The Hidden Curriculum
 - 10.4.2. Intolerance and Xenophobia
 - 10.4.3. How to Detect Bullying in the Classroom?
 - 10.4.4. Bibliographical References
- 10.5. Main Factors of School Failure
 - 10.5.1. Stereotypes and Prejudices
 - 10.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 10.5.3. Other Factors Influencing School Failure
 - 10.5.4. Bibliographical References
- 10.6. Inclusive and Intercultural School
 - 10.6.1. The School as an Open Entity
 - 10.6.2. Dialogue
 - 10.6.3. Intercultural Education and Attention to Diversity
 - 10.6.4. What is Intercultural Schooling?
 - 10.6.5. Problems in the School Environment
 - 10.6.6. Performance
 - 10.6.7. Proposals on Interculturality to Work in the Classroom
 - 10.6.8. Bibliographical References
- 10.7. Digital Exclusion in the Digital Information Society
 - 10.7.1. Transformations in the Digital Information Society
 - 10.7.2. Access to Information
 - 10.7.3. Web 2.0: from Consumers to Creators
 - 10.7.4. Risks Associated with the Use of ICTs
 - 10.7.5. The Digital Divide: A New Type of Exclusion
 - 10.7.6. Education in the Face of Digital Exclusion
 - 10.7.7. Bibliographical References
- 10.8. The Inclusion of ICT in the Diverse School
 - 10.8.1. School Inclusion and Digital Inclusion
 - 10.8.2. Digital Inclusion at School, Advantages and Requirements
 - 10.8.3. Changes in the Conception of the Educational Process
 - 10.8.4. Transformations in Teacher and Student Roles
 - 10.8.5. ICT as an Element of Attention to Diversity
 - 10.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 10.8.7. Bibliographical References
- 10.9. Active Learning Methodologies with ICTs
 - 10.9.1. Introduction and Objectives
 - 10.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 10.9.3. Active Methodologies for Effective ICT Learning
 - 10.9.4. Learning by Research
 - 10.9.5. Collaborative and Cooperative Learning
 - 10.9.6. Problem- and Project-Based Learning
 - 10.9.7. *Flipped Classroom*
 - 10.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 10.9.9. Bibliographical References

- 10.10. Collaborative Learning and *Flipped Classroom*
 - 10.10.1. Introduction and Objectives
 - 10.10.2. Definition of Collaborative Learning
 - 10.10.3. Differences with Cooperative Learning
 - 10.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 10.10.5. Definition of Flipped Classroom
 - 10.10.6. Didactic Actions for Programming Flipped
 - 10.10.7. Digital Tools to Create your Flipped Classroom
 - 10.10.8. Reversed Classroom Experiences
 - 10.10.9. Bibliographical References

Module 11. Leadership, Ethics and Social Responsibility in Companies

- 11.1. Globalization and Governance
 - 11.1.1. Governance and Corporate Governance
 - 11.1.2. The Fundamentals of Corporate Governance in Companies
 - 11.1.3. The Role of the Board of Directors in the Corporate Governance Framework
- 11.2. Leadership
 - 11.2.1. Leadership. A Conceptual Approach
 - 11.2.2. Leadership in Companies
 - 11.2.3. The Importance of Leaders in Business Management
- 11.3. *Cross-Cultural Management*
 - 11.3.1. Cross-Cultural Management Concept
 - 11.3.2. Contributions to Knowledge of National Cultures
 - 11.3.3. Diversity Management
- 11.4. Management and Leadership Development
 - 11.4.1. Concept of Management Development
 - 11.4.2. Concept of Leadership
 - 11.4.3. Leadership Theories
 - 11.4.4. Leadership Styles
 - 11.4.5. Intelligence in Leadership
 - 11.4.6. The Challenges of Today's Leader

- 11.5. Business Ethics
 - 11.5.1. Ethics and Morality
 - 11.5.2. Business Ethics
 - 11.5.3. Leadership and Ethics in Companies
- 11.6. Sustainability
 - 11.6.1. Sustainability and Sustainable Development
 - 11.6.2. The 2030 Agenda
 - 11.6.3. Sustainable Companies
- 11.7. Corporate Social Responsibility
 - 11.7.1. International Dimensions of Corporate Social Responsibility
 - 11.7.2. Implementing Corporate Social Responsibility
 - 11.7.3. The Impact and Measurement of Corporate Social Responsibility
- 11.8. Responsible Management Systems and Tools
 - 11.8.1. CSR: The Corporate Social Responsibility
 - 11.8.2. Essential Aspects for Implementing a Responsible Management Strategy
 - 11.8.3. Steps for the Implementation of a Corporate Social Responsibility Management System
 - 11.8.4. CSR Tools and Standards
- 11.9. Multinationals and Human Rights
 - 11.9.1. Globalization, Multinational Companies and Human Rights
 - 11.9.2. Multinational Corporations and International Law
 - 11.9.3. Legal Instruments for Multinationals in the Area of Human Rights
- 11.10. Legal Environment and Corporate Governance
 - 11.10.1. International Rules on Importation and Exportation
 - 11.10.2. Intellectual and Industrial Property
 - 11.10.3. International Labor Law

Module 12. People and Talent Management

- 12.1. Strategic People Management
 - 12.1.1. Strategic Human Resources Management
 - 12.1.2. Strategic People Management
- 12.2. Human Resources Management by Competencies
 - 12.2.1. Analysis of the Potential
 - 12.2.2. Remuneration Policy
 - 12.2.3. Career/Succession Planning
- 12.3. Performance Evaluation and Performance Management
 - 12.3.1. Performance Management
 - 12.3.2. Performance Management: Objectives and Process
- 12.4. Innovation in Talent and People Management
 - 12.4.1. Strategic Talent Management Models
 - 12.4.2. Talent Identification, Training and Development
 - 12.4.3. Loyalty and Retention
 - 12.4.4. Proactivity and Innovation
- 12.5. Motivation
 - 12.5.1. The Nature of Motivation
 - 12.5.2. Expectations Theory
 - 12.5.3. Needs Theory
 - 12.5.4. Motivation and Financial Compensation
- 12.6. High-Performance Teams Development
 - 12.6.1. High-Performance Teams: Self-Managed Teams
 - 12.6.2. Methodologies for the Management of High-Performance Self-Managed Teams
- 12.7. Change Management
 - 12.7.1. Change Management
 - 12.7.2. Type of Change Management Processes
 - 12.7.3. Stages or Phases in the Change Management Process
- 12.8. Negotiation and Conflict Management
 - 12.8.1. Negotiation
 - 12.8.2. Conflict Management
 - 12.8.3. Crisis Management

- 12.9. Executive Communication
 - 12.9.1. Internal and External Communication in the Corporate Environment
 - 12.9.2. Communication Departments
 - 12.9.3. The Person in Charge of Communication of the Company. The Profile of the Dircom
- 12.10. Productivity, Attraction, Retention and Activation of Talent
 - 12.10.1. Productivity
 - 12.10.2. Talent Attraction and Retention Levers

Module 13. Economic and Financial Management

- 13.1. Economic Environment
 - 13.1.1. Macroeconomic Environment and the National Financial System
 - 13.1.2. Financial Institutions
 - 13.1.3. Financial Markets
 - 13.1.4. Financial Assets
 - 13.1.5. Other Financial Sector Entities
- 13.2. Executive Accounting
 - 13.2.1. Basic Concepts
 - 13.2.2. The Company's Assets
 - 13.2.3. The Company's Liabilities
 - 13.2.4. The Company's Net Worth
 - 13.2.5. The Income Statement
- 13.3. Information Systems and Business Intelligence
 - 13.3.1. Fundamentals and Classification
 - 13.3.2. Cost Allocation Phases and Methods
 - 13.3.3. Choice of Cost Center and Impact
- 13.4. Budget and Management Control
 - 13.4.1. The Budget Model
 - 13.4.2. The Capital Budget
 - 13.4.3. The Operating Budget
 - 13.4.5. Treasury Budget
 - 13.4.6. Budget Monitoring

- 13.5. Financial Management
 - 13.5.1. The Company's Financial Decisions
 - 13.5.2. Financial Department
 - 13.5.3. Cash Surpluses
 - 13.5.4. Risks Associated with Financial Management
 - 13.5.5. Financial Administration Risk Management
- 13.6. Financial Planning
 - 13.6.1. Definition of Financial Planning
 - 13.6.2. Actions to be Taken in Financial Planning
 - 13.6.3. Creation and Establishment of the Business Strategy
 - 13.6.4. The Cash Flow Table
 - 13.6.5. The Working Capital Table
- 13.7. Corporate Financial Strategy
 - 13.7.1. Corporate Strategy and Sources of Financing
 - 13.7.2. Financial Products for Corporate Financing
- 13.8. Strategic Financing
 - 13.8.1. Self-Financing
 - 13.8.2. Increase in Equity
 - 13.8.3. Hybrid Resources
 - 13.8.4. Financing Through Intermediaries
- 13.9. Financial Analysis and Planning
 - 13.9.1. Analysis of the Balance Sheet
 - 13.9.2. Analysis of the Income Statement
 - 13.9.3. Profitability Analysis
- 13.10. Analyzing and Solving Cases/Problems
 - 13.10.1. Financial Information on Industria de Diseño y Textil, S.A. (INDITEX)

Module 14. Commercial and Strategic Marketing Management

- 14.1. Commercial Management
 - 14.1.1. Conceptual Framework of Commercial Management
 - 14.1.2. Business Strategy and Planning
 - 14.1.3. The Role of Sales Managers
- 14.2. Marketing
 - 14.2.1. The Concept of Marketing
 - 14.2.2. Basic Elements of Marketing
 - 14.2.3. Marketing Activities of the Company
- 14.3. Strategic Marketing Management
 - 14.3.1. The Concept of Strategic Marketing
 - 14.3.2. Concept of Strategic Marketing Planning
 - 14.3.3. Stages in the Process of Strategic Marketing Planning
- 14.4. Digital Marketing and E-commerce
 - 14.4.1. Digital Marketing and E-commerce Objectives
 - 14.4.2. Digital Marketing and Media Used
 - 14.4.3. E-Commerce. General Context
 - 14.4.4. Categories of E-Commerce
 - 14.4.5. Advantages and Disadvantages of E-Commerce Vs. Traditional Commerce
- 14.5. Digital Marketing to Reinforce a Brand
 - 14.5.1. Online Strategies to Improve Your Brand's Reputation
 - 14.5.2. *Branded Content and Storytelling*
- 14.6. Digital Marketing to Attract and Retain Customers
 - 14.6.1. Loyalty and Engagement Strategies through the Internet
 - 14.6.2. *Visitor Relationship Management*
 - 14.6.3. Hypersegmentation
- 14.7. Managing Digital Campaigns
 - 14.7.1. What is a Digital Advertising Campaign?
 - 14.7.2. Steps to Launch an Online Marketing Campaign
 - 14.7.3. Mistakes in Digital Advertising Campaigns

- 14.8. Sales Strategy
 - 14.8.1. Sales Strategy
 - 14.8.2. Sales Methods
- 14.9. Corporate Communication
 - 14.9.1. Concept
 - 14.9.2. The Importance of Communication in the Organization
 - 14.9.3. Type of Communication in the Organization
 - 14.9.4. Functions of Communication in the Organization
 - 14.9.5. Elements of Communication
 - 14.9.6. Communication Problems
 - 14.9.7. Communication Scenarios
- 14.10. Digital Communication and Reputation
 - 14.10.1. Online Reputation
 - 14.10.2. How to Measure Digital Reputation?
 - 14.10.3. Online Reputation Tools
 - 14.10.4. Online Reputation Report
 - 14.10.5. *Online Branding*

Module 15. Executive Management

- 15.1. General Management
 - 15.1.1. The Concept of General Management
 - 15.1.2. The Role of the CEO
 - 15.1.3. The General Director and its Responsibilities
 - 15.1.4. Transforming the Work of Management
- 15.2. Manager Functions. Organizational Culture and Approaches
 - 15.2.1. Manager Functions. Organizational Culture and Approaches
- 15.3. Operations Management
 - 15.3.1. The Importance of Management
 - 15.3.2. Value Chain
 - 15.3.3. Quality Management

- 15.4. Public Speaking and Spokesperson Training
 - 15.4.1. Interpersonal Communication
 - 15.4.2. Communication Skills and Influence
 - 15.4.3. Communication Barriers
- 15.5. Personal and Organizational Communications Tools
 - 15.5.1. Interpersonal Communication
 - 15.5.2. Interpersonal Communication Tools
 - 15.5.3. Communication in the Organization
 - 15.5.4. Tools in the Organization
- 15.6. Communication in Crisis Situations
 - 15.6.1. Crisis
 - 15.6.2. Phases of the Crisis
 - 15.6.3. Messages: Contents and Moments
- 15.7. Preparation of a Crisis Plan
 - 15.7.1. Analysis of Possible Problems
 - 15.7.2. Planning
 - 15.7.3. Adequacy of Personnel
- 15.8. Emotional Intelligence
 - 15.8.1. Emotional Intelligence and Communication
 - 15.8.2. Assertiveness, Empathy and Active Listening
 - 15.8.3. Self-Esteem and Emotional Communication
- 15.9. Personal Branding
 - 15.9.1. Strategies for Personal Brand Development
 - 15.9.2. Personal Branding Laws
 - 15.9.3. Tools for Creating Personal Brands
- 15.10. Leadership and Team Management
 - 15.10.1. Leadership and Leadership Styles
 - 15.10.2. Leader Capabilities and Challenges
 - 15.10.3. Managing Change Processes
 - 15.10.4. Managing Multicultural Teams

04

Teaching Objectives

The design of the program for this Hybrid Master's Degree MBA in Education Policy Management from TECH will allow students to acquire the essential skills to lead educational transformation through innovative and effective policies. With a strategic vision, graduates will be highly qualified to lead significant changes in constantly evolving educational systems, guaranteeing quality and equity.



“

You will develop strategies that guarantee the inclusion of students with special needs, promoting a diverse and accessible educational environment”



General Objective

- The main objective of this university program is to prepare professionals to update and hone their skills in the creation, implementation and assessment of Education Policies. Through a practical and academic approach, graduates will acquire the necessary skills to lead effective education reforms adapted to the challenges of the global sector. In this way, specialists will be prepared to take on more important strategic roles in the most prestigious institutions



You will achieve your objectives thanks to TECH's teaching tools, including explanatory videos and interactive summaries"





Specific Objectives

Module 1. Educational Sociology

- ♦ Learn the basic principles of sociology
- ♦ Interpret social reality from a sociological perspective
- ♦ Analyze the scope of sociology's work
- ♦ Understand early sociological theories
- ♦ Discuss the role of the sociologist in our society
- ♦ Deliberate on the influence of school in today's society
- ♦ Know how to use the main sociological research methods
- ♦ Review the general idea of sociology as a science and its historical relation with education
- ♦ Understand the different approaches to the nature of education and its influence on society
- ♦ Analyze the consequences of educational inequality between ethnic groups and gender in terms of social and economic well-being

Module 2. Social and Cultural Anthropology

- ♦ Know the theories and foundations of social and cultural anthropology and its methodologies
- ♦ Identify, develop and understand the key concepts of the theories of culture to reach a better understanding of the person as a social and cultural being
- ♦ Understand how anthropology makes an important contribution to understanding different contemporary cultural and social forms while avoiding ethnocentrism and discrimination
- ♦ Acquire knowledge to understand the contemporary territorial, socioeconomic, political and cultural reality

Module 3. Education Policy and Comparative Education

- ♦ Establish an overview of the state of the global education system and contribute to its improvement
- ♦ Analyze the functioning of certain societies and improve the quality of the current education system

Module 4. Education Economics

- ♦ Understand and analyze the role of education in economic development
- ♦ Analyze public intervention in education
- ♦ Learn specific research strategies for empirical work in Education Economics
- ♦ Study the role of the public sector in education, the importance of education and human capital in economic growth

Module 5. Information and Communication Technologies for Education

- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Guarantee professional development for teachers in the management of digital sources for teaching and communication in digital networks for educational purposes

Module 6. Social Exclusion and Policies for Inclusion

- ♦ Get to know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession

Module 7. Legislation and Legal Regime of Educational Organizations

- ♦ Get to know the organization of the educational system
- ♦ Manage the administrative aspects of the educational system

Module 8. Assessment of Educational Programs

- ♦ Learn and use the specific terminology of educational program assessment
- ♦ Apply program assessment models to socio-educational practice
- ♦ Plan evaluation projects of contextualized educational and training programs
- ♦ Elaborate, interpret, evaluate and disseminate program assessment reports

Module 9. Quality Policies in Education Organizations

- ♦ Understand the importance of participation in school improvement processes
- ♦ Discuss the responsibility of schools in the evaluation and improvement processes
- ♦ Broaden knowledge about the historical evolution of and approaches to school improvement and quality
- ♦ Analyze the current school context with respect to quality and improvement

Module 10. Equality and Diversity in the Classroom

- ♦ Get to know the different terms closely related to each other and their application in the classroom
- ♦ Detect possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure
- ♦ Identify the signs of possible bullying at school

Module 11. Leadership, Ethics and Social Responsibility in Companies

- ♦ Analyze the impact of globalization on corporate governance and corporate social responsibility
- ♦ Evaluate the importance of effective leadership in the management and success of companies
- ♦ Define cross-cultural management strategies and their relevance in diverse business environments
- ♦ Develop leadership skills and understand the current challenges faced by leaders
- ♦ Determine the principles and practices of business ethics and their application in corporate decision making
- ♦ Structure strategies for the implementation and improvement of sustainability and social responsibility in business

Module 12. People and Talent Management

- ♦ Determine the relationship between strategic direction and human resources management
- ♦ Delve into the competencies necessary for the effective management of human resources by competencies
- ♦ Delve into the methodologies for performance evaluation and management
- ♦ Integrate innovations in talent management and their impact on employee retention and staff loyalty
- ♦ Develop strategies for motivation and development of high performance teams
- ♦ Propose effective solutions for change management and conflict resolution in organizations

Module 13. Economic and Financial Management

- ♦ Analyze the macroeconomic environment and its influence on the national and international financial system
- ♦ Define the information systems and Business Intelligence for financial decision-making
- ♦ Differentiate key financial decisions and risk management in financial management
- ♦ Evaluate strategies for financial planning and obtain business financing

Module 14. Commercial and Strategic Marketing Management

- ♦ Structure the conceptual framework and the importance of commercial management in companies
- ♦ Delve into the fundamental elements and activities of marketing and their impact on the organization
- ♦ Determine the stages of the strategic marketing planning process
- ♦ Evaluate strategies to improve corporate communication and the digital reputation of the company

Module 15. Executive Management

- ♦ Define the concept of General Management and its relevance in business management
- ♦ Evaluate the roles and responsibilities of managers in organizational culture
- ♦ Analyze the importance of operations management and quality management in the value chain
- ♦ Develop interpersonal communication and public speaking skills for the formation of spokespersons

05

Internship

Once the online theoretical period is over, the syllabus includes a period of practical internship in a leading company. At the same time, students will have the assistance of a tutor who will guide them throughout the process, both in the preparation and in the development of the internship. This will ensure that students get the most out of this immersive experience.





“

You will undertake a practical stay at a leading institution, where you will keep up to date with the latest innovations in Education Policy Management”

The Internship Program period of this Education Policy Management program consists of a 3-week practical stay at a leading organization, from Monday to Friday with shifts of 8 consecutive hours of practical training alongside an assistant specialist. This internship will allow graduates not only to acquire technical and practical skills, but also to develop skills in complex decision making, teamwork and real-time case management.

In this completely practical Internship Program, the activities are aimed at developing and honing the skills necessary for the provision of Education Policy Management.

It is, without doubt, a unique opportunity to learn by working in an innovative educational center of the future, where digitalization and real-time data analysis of academic performance and student needs are at the heart of the educational culture of its professionals. This new way of understanding and integrating educational processes makes this center the ideal setting for a transformative experience in improving educational leadership and management skills for the 21st century.

The practical teaching will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for the practice of Education Policy Management (learning to be and learning to relate).





The procedures described below will be the basis of the practical part of the program, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Educational Strategies	Design and formulate policies at the national, regional or local level to improve the quality of and access to education
	Develop regulatory frameworks and strategies to guide the management of the education system
	Evaluate the impact and effectiveness of implemented education policies
	Conduct impact studies on specific programs, such as inclusive education or gender equity in education
Design of teaching materials	Create teaching resources such as guides, textbooks, videos, digital learning platforms and interactive materials
	Create innovative educational projects that promote teaching in specific areas such as science, technology and the arts, among others
	Ensure that materials are culturally relevant, accessible and appropriate to the diverse needs of learners
	Design exams, tests and other assessment tools to measure individual learning
Use of technology tools in the classroom	Plan, implement and supervise projects that use Information and Communication Technologies to improve the quality of education, such as e-learning platforms
	Assess the impact of technology tools on students' academic performance and the quality of education
	Develop policies that guarantee equal access to technologies for all users, especially in rural areas or areas with limited resources
	Supervise the implementation of technological infrastructures in educational institutions, such as internet networks, computer equipment and educational software
Educational Performance Measurement	Create and implement systems and methodologies to assess the effectiveness of educational programs at different levels
	Use data analysis tools to assess trends, identify areas for improvement and present detailed reports on findings
	Continuously monitor educational programs to ensure they are meeting established objectives
	Evaluate the impact of educational programs on academic performance, skills development and the social inclusion of individuals

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both practical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed..

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

This Hybrid Master's Degree includes a practical internship at a prestigious organization, where students will put into practice everything they have learned in the field of Education Policy Management. Along the same lines, and to make this program more accessible to professionals, TECH offers students the opportunity to complete it at different centers around the world. In this way, this institution strengthens its commitment to quality and accessible education for all.



“

*You will carry out a practical internship
in a renowned institution in the field of
Education Policy Management”*

tech 42 | Internship Centers



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Education

Instituto Rambla Barcelona

Country	City
Spain	Barcelona

Address: Rambla de Catalunya,
16, 08007 Barcelona

Rambla Instituto offers a wide variety of high-quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media





Instituto Rambla Madrid

Country City
Spain Madrid

Address: C/ Gran Vía, 59, 10A, 28013 Madrid

Rambla Instituto offers a wide variety of high-quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media



Instituto Rambla Valencia

Country City
Spain Valencia

Address: Carrer de Jorge Juan, 17, 46004
València, Valencia

Rambla Instituto offers a wide variety of high-quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media

07

Career Opportunities

This university program represents a unique opportunity for all professionals who wish to master the most innovative tools and strategies in Education Policy Management. At the same time, graduates will acquire advanced skills that will enable them to create top-level educational programs that have a significant impact on the improvement of education systems. Thanks to this, experts will be prepared to take on key roles in government and educational institutions and international organizations, opening new doors for their professional development in an increasingly dynamic field.



“

Do you want to work as an Education Policy Director? This university degree will give you the keys to achieve it in just 12 months”

Graduate Profile

Graduates of this university degree will be professionals highly trained to design and manage innovative Education Policies that promote equity in access to Education. They will also have the necessary skills to analyze and evaluate educational systems, optimizing processes, resources and strategies to improve academic performance and inclusion. In addition, they will be prepared to face contemporary challenges in Education, integrating technologies and innovative approaches in educational management. This professional will also be able to lead research and innovation projects in education policy, as well as promote the professional development of key players within the education sector.

You will lead large-scale educational projects, ensuring the correct implementation of Policies and their impact on the improvement of education systems.

- ♦ **Adaptation to New Digital Tools in Education:** Ability to integrate digital technologies into the management and development of Education Policies, improving the efficiency and accessibility of educational processes in diverse contexts
- ♦ **Solving Educational Challenges:** Ability to apply critical thinking in the identification and solution of problems within education systems, using innovative approaches based on technology and best practices in Public Policy
- ♦ **Ethical Commitment and Social Responsibility:** Responsibility in the application of ethical principles and educational regulations, ensuring equity, inclusion and quality in access to Education for all students, regardless of their social or economic context
- ♦ **Interdisciplinary Collaboration:** Ability to work effectively with various key actors, such as teachers, administrators, governments and international organizations, facilitating the implementation of inclusive and sustainable educational policies at a global level





After completing the program, you will be able to use your knowledge and skills in the following positions:

- 1. Director of Innovative Education Policies:** Responsible for designing, implementing and managing educational policies that promote inclusion, equality and quality in access to education.
- 2. Consultant in Educational Strategies:** Responsible for advising governments, educational institutions and international organizations in the creation of Public Educational Policies that improve teaching and learning systems globally.
- 3. Specialist in Educational Project Management:** Manages large-scale educational projects, ensuring the correct implementation of policies and their impact on the improvement of education systems in different regions.
- 4. Educational Technology Manager:** Responsible for integrating and managing technological tools in the field of education to improve teaching, learning and educational administration in public or private institutions.
- 5. Director of Educational Innovation:** Leads the development of new teaching methodologies and approaches within a regulatory framework, ensuring innovation in education systems.
- 6. International Education Policy Analyst:** Responsible for studying and comparing education policies at a global level, advising governments and international organizations on good practices and effective strategies.
- 7. Educational Inclusion Program Coordinator:** Responsible for designing and implementing inclusive education programs that promote access to education for people with disabilities or from disadvantaged groups.
- 8. Responsible for Education Evaluation and Quality:** Directs the design and implementation of evaluation systems to measure the quality of education programs, ensuring that education policies and practices are aligned with international standards.

08

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

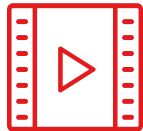
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

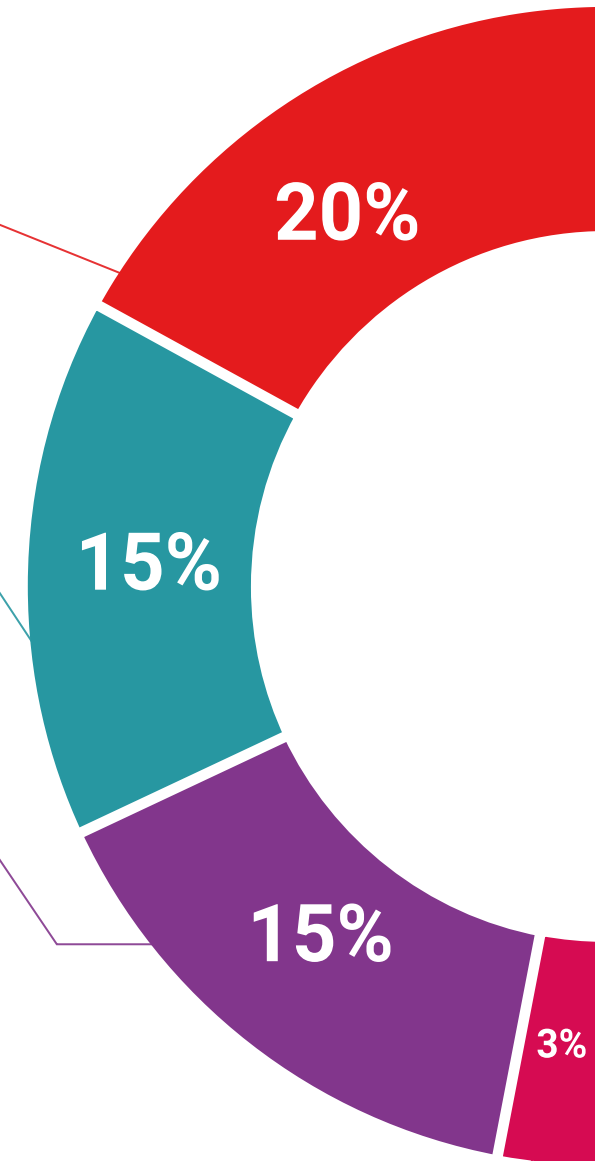
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

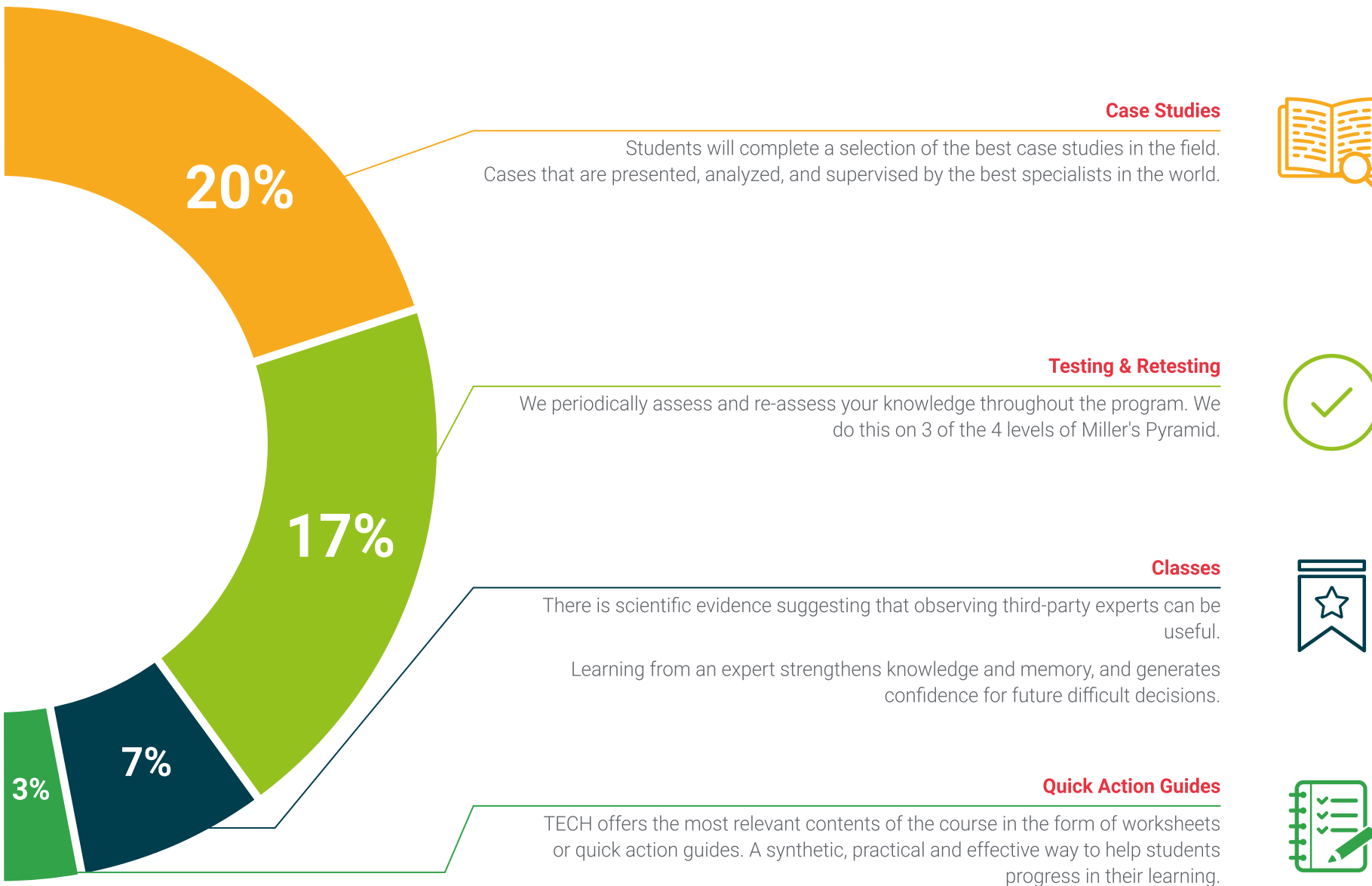
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





09

Teaching Staff

TECH's philosophy consists of making the most complete and up-to-date university programs on the educational market available to everyone. For this reason, it carries out a meticulous process to create its respective teaching staff. As a result, this Hybrid Master's Degree has the participation of authentic references in the field of Education Policy Management. In this way, they have developed a large amount of teaching content that stands out both for its high quality and for its adaptation to the demands of the labor market. Thanks to this, graduates will enjoy an intensive experience that will significantly broaden their job prospects.



“

You will benefit from a syllabus designed by prestigious specialists in Education Policy Management, who will guide you throughout the university program”

International Guest Director

Internationally renowned for his contribution to Education Policy, James Robson is a prestigious expert highly specialized in Tertiary Education Systems. He also has an extensive professional background in leading institutions such as the University of Oxford in the United Kingdom, where he has served as Director of the Centre for Skills, Knowledge and Organizational Performance.

In this sense, he has developed a critical approach in the study of the supply and demand of competencies, as well as in innovation ecosystems. Thanks to this, he has brought new perspectives on the relation between Education and Employment. He has also led multiple projects associated with the transition to a green economy and the training needs of personnel in large companies.

Throughout his career, he has received funding from renowned institutions such as the Economic and Social Research Council, the *Royal Society* and the Edge Foundation. In this way, he has led research addressing both sustainability and social justice in access to higher education. This has enabled the development of sophisticated strategies to facilitate access to learning opportunities for historically marginalized groups such as low-income people, ethical minorities or individuals with disabilities.

Moreover, he has balanced this facet with his role as Academic Researcher. As such, his line of study has focused on improving the employability of recent graduates, which has been fundamental for individuals to access quality jobs and overcome social barriers. In addition, he actively collaborates with the Research Management Committee of the Center for Global Higher Education.

In his commitment to educational excellence, he has participated in numerous scientific conferences on a global scale. There he has shared various techniques for aligning academic qualifications with the needs of the business sector.



Mr. Robson, James

- Director of Skills, Knowledge and Organizational Performance, University of Oxford, United Kingdom
- Director of SKOPE at Oxford University
- Research Project Specialist at University of Oxford
- Research Manager at Culham St Gabriel's Trust, Oxford, United Kingdom
- Research projects funded by the Economic and Social Research Council
- Member of: Research Management Committee and Center for Global Higher Education

“

Thanks to TECH you will be able to learn with the best professionals in the world”

International Guest Director

With over 20 years of experience in designing and leading global **talent acquisition teams**, Jennifer Dove is an expert in **technology recruitment** and **strategy**. Throughout her career, she has held senior positions in several technology organizations within *Fortune 500* companies such as **NBCUniversal** and **Comcast**. Her track record has allowed her to excel in competitive, high-growth environments.

As **Vice President of Talent Acquisition** at **Mastercard** she is responsible for overseeing talent onboarding strategy and execution, collaborating with business leaders and **HR Managers** to meet operational and strategic hiring objectives. In particular, she aims to **build diverse, inclusive** and **high-performing teams** that drive innovation and growth of the company's products and services. In addition, she is adept at using tools to attract and retain the best people from around the world. She is also responsible for **amplifying** Mastercard's **employer brand** and **value proposition** through publications, events and social media.

Jennifer Dove has demonstrated her commitment to continuous professional development by actively participating in networks of **Human Resources** professionals and contributing to the onboarding of numerous employees at different companies. After earning her bachelor's degree in **Organizational Communication** from the University of Miami, she has held management positions in recruitment for companies in various areas.

On the other hand, it has been recognized for its ability to lead organizational transformations, **integrate technologies** into **recruitment processes** and develop leadership programs that prepare institutions for future challenges. She has also successfully implemented **wellness programs** that have significantly increased employee satisfaction and retention.



Ms. Dove, Jennifer

- Vice President of Talent Acquisition at Mastercard, New York, United States
- Director of Talent Acquisition at NBCUniversal Media, New York, USA
- Head of Recruitment at Comcast
- Director of Recruiting at Rite Hire Advisory, New York, United States
- Executive Vice President of the Sales Division at Ardor NY Real Estate
- Director of Recruitment at Valerie August & Associates
- Account Executive at BNC
- Account Executive at Vault
- Degree in Organizational Communication from the University of Miami

“

TECH counts with a distinguished and specialized group of International Guest Directors, with important leadership roles in the most cutting-edge companies in the global market”

International Guest Director

A technology leader with decades of experience in major technology multinationals, Rick Gauthier has developed prominently in the field of clouds services and end-to-end process improvement. He has been recognized as a leader and manager of highly efficient teams, showing a natural talent for ensuring a high level of engagement among his employees.

He possesses innate gifts in strategy and executive innovation, developing new ideas and backing his success with quality data. His background at Amazon has allowed him to manage and integrate the company's IT services in the United States. At Microsoft he has led a team of 104 people, responsible for providing corporate-wide IT infrastructure and supporting product engineering departments across the company.

This experience has allowed him to stand out as a high-impact manager with remarkable abilities to increase efficiency, productivity and overall customer satisfaction.



Mr. Gauthier, Rick

- Regional IT Director at Amazon, Seattle, USA
- Senior Program Manager at Amazon
- Vice President of Wimmer Solutions
- Senior Director of Productive Engineering Services at Microsoft
- Degree in Cybersecurity from Western Governors University
- Technical Certificate in Commercial Diving from Divers Institute of Technology
- Degree in Environmental Studies from The Evergreen State College

“

Take this opportunity to learn about the latest advances in this field in order to apply it to your daily practice”

International Guest Director

Romi Arman is a renowned international expert with more than two decades of experience in **Digital Transformation, Marketing, Strategy and Consulting**. Through that extended trajectory, he has taken different risks and is a permanent **advocate** for **innovation** and **change** in the business environment. With that expertise, he has collaborated with CEOs and corporate organizations from all over the world, pushing them to move away from traditional business models. In this way, he has helped companies such as Shell Energy become **true market leaders**, focused on their **customers** and the **digital world**.

The strategies designed by Arman have a latent impact, as they have enabled several corporations to **improve the experiences of consumers, staff and shareholders** alike. The success of this expert is quantifiable through tangible metrics such as **CSAT, employee engagement** in the institutions where he has practiced and the growth of the **EBITDA financial indicator** in each of them.

Also, in his professional career, he has nurtured and **led high-performance teams** that have even received awards for their **transformational potential**. With Shell, specifically, the executive has always set out to overcome three challenges: meeting **customers'** complex **decarbonization** demands supporting a “**cost-effective decarbonization**” and **overhauling** a fragmented **data, digital and technology landscape**. As such, his efforts have shown that in order to achieve sustainable success, it is essential to start from the needs of consumers and lay the foundations for the transformation of processes, data, technology and culture.

In addition, the executive stands out for his mastery of the **business applications of Artificial Intelligence**, a subject in which he holds a postgraduate degree from the London Business School. At the same time, he has accumulated experience in **IoT** and **Salesforce**.



Mr. Arman, Romi

- Digital Transformation Director (CDO) at Shell Energy Corporation, London, United Kingdom
- Global Director of E-Commerce and Customer Service at Shell Energy Corporation
- National Key Account Manager (OEM and automotive retailers) for Shell in Kuala Lumpur, Malaysia
- Senior Management Consultant (Financial Services Sector) for Accenture based in Singapore
- Bachelor's Degree from the University of Leeds
- Postgraduate Degree in Business Applications of AI for Senior Executives from London Business School
- CCXP Customer Experience Professional Certification
- IMD Executive Digital Transformation Course

“

Do you want to update your knowledge with the highest educational quality? TECH offers you the most updated content in the academic market, designed by authentic experts of international prestige”

International Guest Director

Manuel Arens is an experienced data management professional and leader of a highly qualified team. In fact, Arens holds the position of **global purchasing manager** in Google's Technical Infrastructure and Data Center division, where he has spent most of his professional career. Based in Mountain View, California, he has provided solutions for the tech giant's operational challenges, such as **master data integrity, vendor data updates** and **vendor prioritization**. He has led data center supply chain planning and vendor risk assessment, generating improvements in vendor risk assessment, resulting in process improvements and workflow management that have resulted in significant cost savings.

With more than a decade of work providing digital solutions and leadership for companies in diverse industries, he has extensive experience in all aspects of strategic solution delivery, including **marketing, media analytics, measurement** and **attribution**. In fact, he has received a number of accolades for his work, including the **BIM Leadership Award**, the **Search Leadership Award**, the **Lead Generation Export Program Award** and the **Export Lead Generation Program Award** and the **EMEA Best Sales Model Award**.

Arens also served as **Sales Manager** in Dublin, Ireland. In this role, he built a team of 4 to 14 members over three years and led the sales team to achieve results and collaborate well with each other and cross-functional teams. He also served as **Senior Industry Analyst**, Hamburg, Germany, creating storylines for over 150 clients using internal and third party tools to support analysis. He developed and wrote in-depth reports to demonstrate his mastery of the subject matter, including understanding the **macroeconomic and political/regulatory factors** affecting technology adoption and diffusion.

He has also led teams at companies such as Eaton, Airbus and Siemens, where he gained valuable account management and supply chain experience. He is particularly noted for continually exceeding expectations by **building valuable customer relationships** and **working seamlessly with people at all levels of an organization**, including stakeholders, management, team members and customers. His data-driven approach and ability to develop innovative and scalable solutions to industry challenges have made him a prominent leader in his field.



Mr. Arens, Manuel

- Global Procurement Manager at Google, Mountain View, United States
- Senior Manager, B2B Analytics and Technology, Google, United States
- Sales Director - Google, Ireland
- Senior Industry Analyst at Google, Germany
- Accounts Manager - Google, Ireland
- Accounts Payable at Eaton, United Kingdom
- Supply Chain Manager at Airbus, Germany

“

Bet on TECH! You will have access to the best teaching materials, at the forefront of technology and education, implemented by internationally renowned specialists in the field”

International Guest Director

Andrea La Sala is an experienced Marketing executive whose projects have had a significant impact on the Fashion environment. Throughout his successful career he has developed different tasks related to Products, Merchandising and Communication. All of this linked to with prestigious brands such as Giorgio Armani, Dolce&Gabbana, Calvin Klein, among others.

The results of this high-profile international executive have been linked to his proven ability to synthesize information in clear frameworks and execute concrete actions aligned to specific business objectives. In addition, he is recognized for his proactivity and adaptability to fast-paced work rhythms. To all this, this expert adds a strong commercial awareness, market vision and a genuine passion for products.

As Global Brand and Merchandising Director at Giorgio Armani, he has overseen a variety of Marketing strategies for apparel and accessories. His tactics have also focused on the retail environment and consumer needs and behavior. From this position, La Sala has also been responsible for shaping the commercialization of products in different markets, acting as team leader in the Design, Communication and Sales departments..

On the other hand, in companies such as Calvin Klein or Gruppo Coin, he has undertaken projects to boost the structure, and development of different collections. He has been in charge of creating effective calendars for buying and selling campaigns. He has also been in charge of the terms, costs, processes and delivery times of different operations.

These experiences have made Andrea La Sala one of the main and most qualified corporate leaders in Fashion and Luxury. A high managerial capacity with which he has managed to effectively implement the positive positioning of different brands and redefine their key performance indicators (KPIs).



Mr. La Sala, Andrea

- Global Brand & Merchandising Director Armani Exchange at Giorgio Armani, Milan, Italy
- Merchandising Director at Calvin Klein
- Brand Manager at Gruppo Coin
- Brand Manager at Dolce&Gabbana
- Brand Manager at Sergio Tacchini S.p.A.
- Market Analyst at Fastweb
- Graduate of Business and Economics at Università degli Studi del Piemonte Orientale

“

The most qualified and experienced professionals worldwide are waiting for you at TECH to offer you world-class, up-to-date teaching based on the latest scientific evidence. What are you waiting for to enroll?”

International Guest Director

Mick Gram is synonymous with innovation and excellence in the field of **Business Intelligence** internationally. His successful career is linked to leadership positions in multinationals such as **Walmart** and **Red Bull**. Likewise, this expert stands out for his vision to **identify emerging technologies** that, in the long term, achieve an everlasting impact in the corporate environment.

On the other hand, the executive is considered a **pioneer** in the **use of data visualization techniques** that simplified complex sets, making them accessible and facilitating decision making. This ability became the pillar of his professional profile, transforming him into a desired asset for many organizations that bet on **gathering information** and **generating concrete actions** from them.

One of his most outstanding projects in recent years has been the **Walmart Data Cafe platform**, the largest of its kind in the world that is anchored in the **cloud** aimed at **Big Data** analysis. In addition, he has held the position of **Director of Business Intelligence** at **Red Bull**, covering areas such as **Sales, Distribution, Marketing and Supply Chain Operations**. His team was recently recognized for its constant innovation regarding the use of Walmart Luminate's new API for Shopper and Channel insights.

As for his training, the executive has several Masters and postgraduate studies at prestigious centers such as the **University of Berkeley**, in the United States, and the **University of Copenhagen**, in Denmark. Through this continuous updating, the expert has attained cutting-edge competencies. Thereby, he has come to be considered a **born leader** of the **new global economy**, centered on the drive for data and its infinite possibilities.



Mr. Gram, Mick

- Director of Business Intelligence and Analytics at Red Bull, Los Angeles, United States
- Business Intelligence Solutions Architect for Walmart Data Cafe
- Independent Business Intelligence and Data Science Consultant
- Director of Business Intelligence at Capgemini
- Senior Analyst at Nordea
- Senior Business Intelligence Consultant at SAS
- Executive Education in AI and Machine Learning at UC Berkeley College of Engineering
- Executive MBA in e-commerce at the University of Copenhagen
- B.Sc. and M.Sc. in Mathematics and Statistics at the University of Copenhagen

“

Study at the world's best online university according to Forbes! In this MBA you will have access to an extensive library of multimedia resources, developed by internationally renowned professors”

International Guest Director

Scott Stevenson is a distinguished expert in the **Digital Marketing** sector who, for more than 19 years, has been linked to one of the most powerful companies in the entertainment industry, **Warner Bros. Discovery**. In this role, he has played a fundamental role in **overseeing logistics** and **creative workflows** across various digital platforms, including social media, search, display and linear media.

This executive's leadership has been crucial in driving in **production strategies** in **paid media**, resulting in a **marked improvement** which has resulted in **company's conversion** rates. At the same time, he has assumed other roles, such as Director of Marketing Services and Traffic Manager at the same multinational during his former management.

Stevenson has also been involved in the global distribution of video games and **digital property campaigns**. He was also responsible for introducing operational strategies related to the formation, completion and delivery of sound and image content for **television commercials** and **trailers**.

In addition, he holds a Bachelor's degree in Telecommunications from the University of Florida and a Master's Degree in Creative Writing from the University of California, which demonstrates his proficiency in **communication** and **storytelling**. In addition, he has participated at Harvard University's School of Professional Development in cutting-edge programs on the use of **Artificial Intelligence** in **business**. Therefore, his professional profile stands as one of the most relevant in the current field of **Marketing** and **Digital Media**.



Mr. Stevenson, Scott

- Director of Digital Marketing at Warner Bros. Discovery, Burbank, United States
- Traffic Manager at Warner Bros. Entertainment
- Master's Degree in Creative Writing from the University of California
- Bachelor's Degree in Telecommunications from the University of Florida

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International Guest Director

Awarded with the "International Content Marketing Awards" for her creativity, leadership and quality of her informative contents, Wendy Thole-Muir is a recognized **Communication Director** highly specialized in the field of **Reputation Management**.

In this sense, she has developed a solid professional career of more than two decades in this field, which has led her to be part of prestigious international reference entities such as **Coca-Cola**. Her role involves the supervision and management of corporate communication, as well as the control of the organizational image. Among her main contributions, she has led the implementation of the Yammer **internal interaction platform**. Thanks to this, employees increased their commitment to the brand and created a community that significantly improved the transmission of information.

On the other hand, she has been in charge of managing the communication of the companies' **strategic investments** in different African countries. An example of this is that she has managed dialogues around significant investments in Kenya, demonstrating the commitment of the entities to the economic and social development of the country. At the same time, she has achieved numerous **recognitions** for her ability to manage the perception of the firms in all the markets in which it operates. In this way, she has ensured that companies maintain a high profile and consumers associate them with high quality.

In addition, in her firm commitment to excellence, she has actively participated in renowned global **Congresses and Symposiums** with the objective of helping information professionals to stay at the forefront of the most sophisticated techniques to **develop successful strategic communication plans**. In this way, he has helped numerous experts to anticipate institutional crisis situations and to manage adverse events in an effective manner.



Ms. Thole-Muir, Wendy

- Director of Strategic Communications and Corporate Reputation at Coca-Cola, South Africa
- Head of Corporate Reputation and Communications at ABI at SABMiller de Lovania, Belgium
- Communications Consultant at ABI, Belgium
- Reputation and Communications Consultant at Third Door in Gauteng, South Africa
- Master's Degree in Social Behavioral Studies, University of South Africa
- Master's Degree in Sociology and Psychology, University of South Africa
- Bachelor's Degree in Political Science and Industrial Sociology from the University of KwaZulu-Natal
- Bachelor's Degree in Psychology from the University of South Africa



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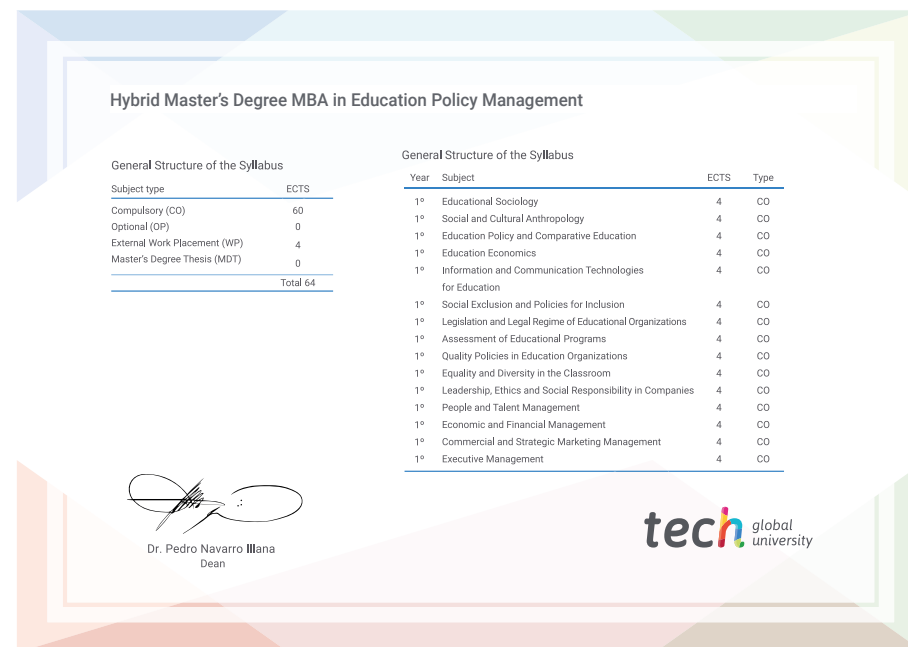
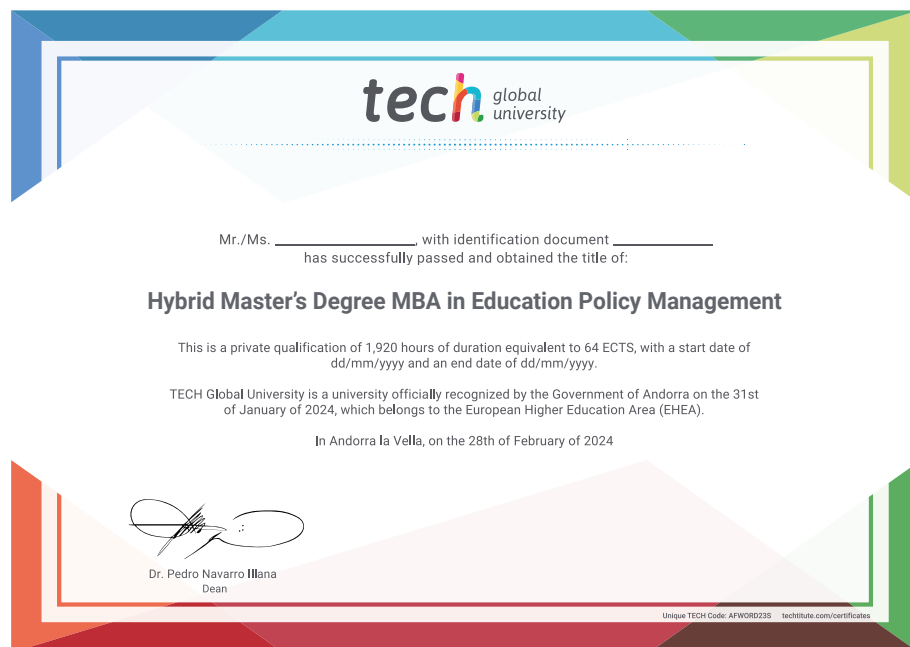
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Hybrid Master's Degree

MBA in Education

Policy Management

Modality: Hybrid (Online + Internship)

Duration: 12 months

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