

# Executive Master's Degree Education Policy Management

**M E P M**



## Executive Master's Degree Education Policy Management

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/school-of-business/professional-master-degree/master-education-policy-management](http://www.techtitute.com/us/school-of-business/professional-master-degree/master-education-policy-management)

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# 01 Welcome

The education sector is closely linked to social development. Its progress and adaptation depend largely on changes in the environment of methodological innovation, coming from educational research and technological advances that create new forms and models of work. But, above all, it is determined by the education policies that organize its functioning at all levels. This program will allow the student to acquire the broadest vision of the current educational reality and its local application, incorporating specific knowledge of the most interesting areas of the panorama, so that the professional can update their personal and professional tools in this field.



Executive Master's Degree in Education Policy Management  
TECH Technological University



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*An in-depth review of the legal regime and legislation currently applicable to educational organizations”*

02

# Why Study at TECH?

TECH is the world's largest 100% online business school. It is an elite business school, with a model based on the highest academic standards. A world-class centre for intensive managerial skills training.



“

*TECH is a university at the forefront of technology, and puts all its resources at the student's disposal to help them achieve entrepreneurial success"*

## At TECH Technological University



### Innovation

The university offers an online learning model that combines the latest educational technology with the most rigorous teaching methods. A unique method with the highest international recognition that will provide students with the keys to develop in a rapidly-evolving world, where innovation must be every entrepreneur's focus.

"Microsoft Europe Success Story", for integrating the innovative, interactive multi-video system.



### The Highest Standards

Admissions criteria at TECH are not economic. Students don't need to make a large investment to study at this university. However, in order to obtain a qualification from TECH, the student's intelligence and ability will be tested to their limits. The institution's academic standards are exceptionally high...

**95%** | of TECH students successfully complete their studies



### Networking

Professionals from countries all over the world attend TECH, allowing students to establish a large network of contacts that may prove useful to them in the future.

**100,000+**  
executives trained each year

**200+**  
different nationalities



### Empowerment

Students will grow hand in hand with the best companies and highly regarded and influential professionals. TECH has developed strategic partnerships and a valuable network of contacts with major economic players in 7 continents.

**500+** | collaborative agreements with leading companies



### Talent

This program is a unique initiative to allow students to showcase their talent in the business world. An opportunity that will allow them to voice their concerns and share their business vision.

After completing this program, TECH helps students show the world their talent.



### Multicultural Context

While studying at TECH, students will enjoy a unique experience. Study in a multicultural context. In a program with a global vision, through which students can learn about the operating methods in different parts of the world, and gather the latest information that best adapts to their business idea.

TECH students represent more than 200 different nationalities.





TECH strives for excellence and, to this end, boasts a series of characteristics that make this university unique:



### Analysis

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TECH explores the student's critical side, their ability to question things, their problem-solving skills, as well as their interpersonal skills.



### Academic Excellence

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TECH offers students the best online learning methodology. The university combines the Relearning method (a postgraduate learning methodology with the highest international rating) with the Case Study. A complex balance between tradition and state-of-the-art, within the context of the most demanding academic itinerary.



### Economy of Scale

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TECH is the world's largest online university. It currently boasts a portfolio of more than 10,000 university postgraduate programs. And in today's new economy, **volume + technology = a groundbreaking price**. This way, TECH ensures that studying is not as expensive for students as it would be at another university.



### Learn with the best

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In the classroom, TECH's teaching staff discuss how they have achieved success in their companies, working in a real, lively, and dynamic context. Teachers who are fully committed to offering a quality specialization that will allow students to advance in their career and stand out in the business world.

Teachers representing 20 different nationalities.



*At TECH, you will have access to the most rigorous and up-to-date case studies in the academic community"*

03

# Why Our Program?

Studying this TECH program means increasing the chances of achieving professional success in senior business management.

It is a challenge that demands effort and dedication, but it opens the door to a promising future. Students will learn from the best teaching staff and with the most flexible and innovative educational methodology.



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*We have highly qualified teachers and the most complete syllabus on the market, which allows us to offer you training of the highest academic level"*

This program will provide students with a multitude of professional and personal advantages, particularly the following:

**01**

### A significant career boost

By studying at TECH, students will be able to take control of their future and develop their full potential. By completing this program, students will acquire the skills required to make a positive change in their career in a short period of time.

*70% of participants achieve positive career development in less than 2 years.*

**02**

### Develop a strategic and global vision of companies

TECH offers an in-depth overview of general management to understand how each decision affects each of the company's different functional areas.

*Our global vision of companies will improve your strategic vision.*

**03**

### Consolidate the student's senior management skills

Studying at TECH means opening the doors to a wide range of professional opportunities for students to position themselves as senior executives, with a broad vision of the international environment.

*You will work on more than 100 real senior management cases.*

**04**

### Take on new responsibilities

The program will cover the latest trends, advances and strategies, so that students can carry out their professional work in a changing environment.

*45% of graduates are promoted internally.*

05

### Access to a powerful network of contacts

TECH connects its students to maximize opportunities. Students with the same concerns and desire to grow. Therefore, partnerships, customers or suppliers can be shared.

*You will find a network of contacts that will be instrumental for professional development.*

06

### Thoroughly develop business projects

Students will acquire a deep strategic vision that will help them develop their own project, taking into account the different areas in companies.

*20% of our students develop their own business idea.*

07

### Improve soft skills and management skills

TECH helps students apply and develop the knowledge they have acquired, while improving their interpersonal skills in order to become leaders who make a difference.

*Improve your communication and leadership skills and enhance your career.*

08

### Be part of an exclusive community

Students will be part of a community of elite executives, large companies, renowned institutions, and qualified professors from the most prestigious universities in the world: the TECH Technological University community.

*We give you the opportunity to train with a team of world renowned teachers.*

04

# Objectives

This Executive Master's Degree is a high-quality program with the most up-to-date contents regarding educational policies applicable at the present time. With an immersive and transversal learning objective, it will allow students to acquire the skills of a specialist in this field of work.



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*Learn to analyze and develop policies that respond to the needs of the education sector with the skills of an expert”*

The professionals' goals are TECH's goals  
TECH works together with its students to help them achieve their goals.

The Executive Master's Degree in Education Policy Management allows students to:

01

Understand the different approaches to the nature of education and its influence on society

04

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

02

Analyze the consequences of educational inequality between ethnic groups and gender in terms of social and economic well-being

03

Know the theories and foundations of social and cultural anthropology and its methodologies

05

Study the educational models of different countries and regions



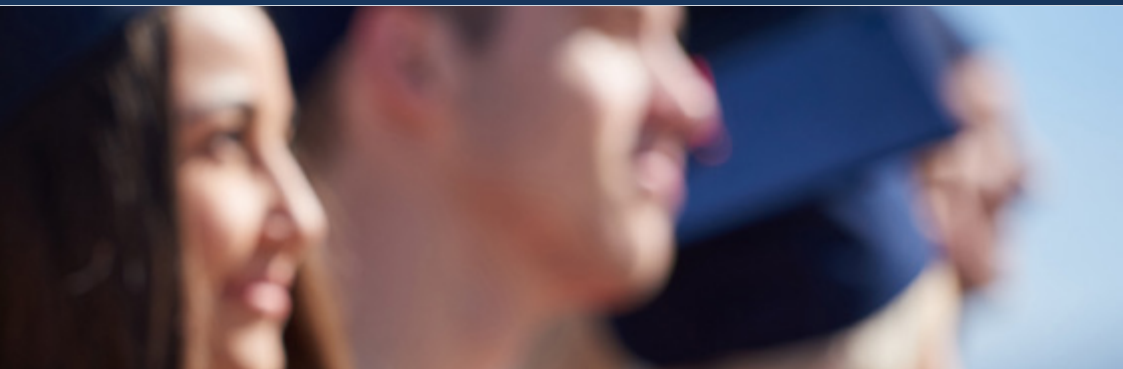


06

Know the social and formative phenomena that develop in different countries

08

Analyze the functioning of certain societies and improve the quality of the current education system



09

Study the role of the public sector in education, the importance of education and human capital in economic growth

07

Establish an overview of the state of the global education system and contribute to its improvement

10

Analyze the effects of the different factors that determine the quality of education

11

Generate and know how to apply ICT

14

Analyze and critically incorporate the most relevant issues of today's society that affect family and school education

12

Combine the different ICT in the School as an educational tool



13

Identify and discover the importance of ongoing teacher training

15

Awaken interest and sensitivity towards the socio-cultural reality

16

Learn the mandatory documents of an educational center: PEC, PGA and RRI

18

Acquire procedures to be able to evaluate educational and training programs



19

Elaborate, interpret, evaluate and disseminate program evaluation reports

17

Acquire the necessary tools for student organization

20

Reflect on the role of quality education as a contemporary international educational trend

# 05 Skills

The Executive Master's Degree in Educational Policy Management has been designed with the changes taking place in the educational system in mind. A dynamic system that has to respond to social changes and new family contexts. For this reason, higher studies in this field will be essential in the coming years, as it will allow professionals to provide the extra skills that will differentiate them from the rest of the experts in the sector.



A grayscale photograph of a hand pointing at a document. The document features a bar chart with three bars of increasing height and a pie chart. The text 'profit trend' is visible on the document. The image is partially obscured by a dark blue diagonal overlay.

“

*With a well-founded analysis of the changes and evolutions to which education must respond, this Executive Master's Degree is an indispensable tool for the professional manager in this field"*

01

Act on the basis of the legislation in force in the educational field

02

Achieve legal certainty in the actions and interventions in the educational field, which emanate from the applicable legislation

03

Promote the quality of educational centers and teaching interventions

04

Promote diversity-inclusive measures

05

Analyze the evolution of education systems from an anthropological point of view



06

Act on a basis in accordance with current legislation and educational standards

08

Perform quality management in educational institutions

09

Evaluate the quality of the processes of the different areas of the educational institutions

07

Implement economic policies in the education sector that optimize resources

10

Develop educational equality and diversity programs in accordance with current legislation



06

# Structure and Content

Developed by professionals with demonstrated expertise in this field, the contents of the Executive Master's Degree have been created based on a high-quality criterion in each of the stages of learning. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates. For this reason, more and more professionals wish to specialize in this field, through high-quality programs such as the one offered by TECH, specifically about Education Policy Management, which provides the latest information in this field.





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*All the aspects that the education professional involved in the managerial field needs to master, compiled and structured in a high-quality program"*

## Syllabus

The Executive Master's Degree in Education Policy Management at TECH Technological University is an intensive program that prepares students to face challenges and business decisions in the field of environmental management. Its content is designed to promote the development of managerial skills that enable more rigorous decision-making in uncertain environments.

Throughout 1,500 hours of study, students will examine a multitude of practical cases through individual work, which will allow them to acquire the necessary skills to successfully carry out their daily practice. It is, therefore, an authentic immersion in real business situations.

This program deals in depth with different areas of the company and is designed for managers to understand environmental management from a strategic, international and innovative perspective.

A plan designed especially for students, focused on their professional improvement that prepares them to achieve excellence in the field of education policies. A program that understands your needs and those of your company through innovative content based on the latest trends, and supported by the best educational methodology and an exceptional faculty, which will provide you with the skills to solve critical situations in a creative and efficient way.

It is a program which is carried out in 12 months and is divided into 10 modules:

<b>Module 1</b>	Educational Sociology
<b>Module 2</b>	Social and Cultural Anthropology
<b>Module 3</b>	Education Policy and Comparative Education
<b>Module 4</b>	Education Economics
<b>Module 5</b>	Information and Communication Technologies for Education
<b>Module 6</b>	Social Exclusion and Policies for Inclusion
<b>Module 7</b>	Legislation and Legal Regime of Educational Organizations
<b>Module 8</b>	Assessment of Educational Programs
<b>Module 9</b>	Quality Policies in Educational Organizations
<b>Module 10</b>	Equality and Diversity in the Classroom



### Where, when and how is it taught?

TECH offers the possibility of developing this Executive Masters Degree in Education Policy Management completely online. Over the course of 12 months, you will be able to access all the contents of this program at any time, allowing you to self-manage your study time.

*A unique, key, and decisive educational experience to boost your professional development and make the definitive leap.*

**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 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
  - 1.1.3.4. 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 Education 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. Ways 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. Education Systems in Europe**

- 3.5.1. Regulation Models
- 3.5.2. The French School Model
- 3.5.3. The English Education System
- 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 Education Policies
- 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 Education 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**

- 3.10.1 Current Context between Comparative Research and Educational Policies
- 3.10.2 Phases between Two Disciplines
- 3.10.3 Methodology for the Comparative Study of Educational Policies

**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 Funding**

- 4.3.1. Financial Mechanisms in Education
- 4.3.2. Funding for Compulsory Education
- 4.3.3. Funding for Post-Compulsory Education
- 4.3.4. Funding 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. Teachers as Part of the 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 an Educational Classroom 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
- 5.2.5. 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 PLN
- 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 a Didactic Practice in the Promotion of Students' Digital Competences
- 5.4.6. The Content Curator Teacher. Scoop.it
- 5.4.7. Bibliographical References

**5.5. Educational Use of Social Media: 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 Media: Tools for the Creation of Learning Communities
- 5.5.4. Communication On Social Media: Management of the New Communicative Codes
- 5.5.5. Types of Social Media
- 5.5.6. How to Use Social Media 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 ICTs 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 a Teaching Element
- 5.6.4. Audio Creation
- 5.6.5. The Image as a Teaching Element
- 5.6.6. ICT Tools with Educational Use of Images
- 5.6.7. Editing Images with ICT: Editing Tools
- 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 an Educational 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. Gamification: Motivation and ICT in the Classroom**

- 5.7.1. Introduction and Objectives
- 5.7.2. Gamification Enters the Classroom Through Virtual Learning Environments
- 5.7.3. Game-Based Learning (GBL)
- 5.7.4. Augmented Reality (AR) in the Classroom
- 5.7.5. Types of Augmented Reality and Classroom Experiences
- 5.7.6. QR Codes in the Classroom: Generation of Codes and Educational Application
- 5.7.7. Classroom Experiences
- 5.7.8. Bibliographical References

**5.8. Media Competency in the Classroom with ICT**

- 5.8.1. Introduction and Objectives
- 5.8.2. Promoting the Media Competence of Teachers
- 5.8.3. Mastering Communication for Motivating Teaching
- 5.8.4. Communicating Educational Content with ICT
- 5.8.5. Importance of the Image as an Educational Resource

- 5.8.6. Digital Presentations as an Educational Resource in the Classroom
- 5.8.7. Working in the Classroom with Images
- 5.8.8. Sharing Images on Web 2.0
- 5.8.9. Bibliographical References

**5.9. Assessment for Learning Through ICT**

- 5.9.1. Introduction and Objectives Assessment for Learning Through ICT
- 5.9.2. Evaluation Tools: Digital Portfolio and Rubrics
- 5.9.3. Building an e-Portfolio with Google Sites
- 5.9.4. Generating Evaluation Rubrics
- 5.9.5. Design Evaluations and Self-Evaluations with Google Forms
- 5.9.6. Bibliographical Reference



**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 Knowledge 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. Inclusion of ICT in Diverse Schools**

- 6.8.1. ICTs 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 Framework of the European Union**

- 7.5.1. General Concepts 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**

- 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 Early Childhood 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
- 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

**7.9. Fundamental Aspects of Schools**

- 7.9.1. The School Calendar and Timetable
- 7.9.1. 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 Educational Evaluation**

- 8.1.1. Assessment
- 8.1.2. 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
- 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 Educational 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. Education 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 Educational 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. Educational Quality Policies in Spain
- 9.7.2. Educational Quality Policies in Ibero-America
- 9.7.3. Educational Quality Policies in France Educational Quality Policies in Ibero-American

**9.8. Gender Approach and Quality of Education**

- 9.8.1. Gender and Educational Quality
- 9.8.2. Gender as an Element of Quality
- 9.8.3. Conclusions

**9.9. Citizen Focus and Educational Quality**

- 9.9.1. Citizen Participation and Improvement of Educational Quality
- 9.9.2. Democracy and Quality
- 9.9.3. Conclusions

**9.10. University and Educational 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 Consubstantial to Life
- 10.1.3. Relativism and Ethnocentrism
- 10.1.4. Human Dignity and Human Rights
- 10.1.5. Theoretical Perspectives about 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. Condition of the Inclusive School
- 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
- 10.5.2. Other Influencing Factors in School Failure
- 10.5.3. 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 Knowledge Society**

- 10.7.1. Transformations in the Information and Knowledge 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 Kind of Exclusion
- 10.7.6. Education in the Face of Digital Exclusion
- 10.7.7. Bibliographical References

**10.8. Inclusion of ICT in Diverse Schools**

- 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. Changes in the Roles of Teachers and Students
- 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 through Research

- 10.9.5. Collaborative and Cooperative Learning
- 10.9.6. Problem-Based and Project 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. Teaching Actions for Flipped Programming
- 10.10.7. Digital Tools to Create Your Flipped Classroom
- 10.10.8. Flipped Classroom Experiences
- 10.10.9. Bibliographical References

07

# Methodology

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

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





“

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



## TECH Business School uses the Case Study to contextualize all content

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

“

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



*This program prepares you to face business challenges in uncertain environments and achieve business success.*





## A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch to present executives with challenges and business decisions at the highest level, whether at the national or international level. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and business reality is taken into account.

“

*You will learn, through collaborative activities and real cases, how to solve complex situations in real business environments”*

The case method has been the most widely used learning system among the world's leading business schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

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

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

## Relearning Methodology

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

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

*Our online system will allow you to organize your time and learning pace, adapting it to your schedule. You will be able to access the contents from any device with an internet connection.*

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

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



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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

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



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



### Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



### Management Skills Exercises

They will carry out activities to develop specific executive competencies in each thematic area. Practices and dynamics to acquire and develop the skills and abilities that a high-level manager needs to develop in the context of the globalization we live in.



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





### Case Studies

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



### Interactive Summaries

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

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



### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



08

# Our Students' Profiles

The students of the Executive Master's Degree in Educational Policy Management are professionals who seek professional improvement, but who are also committed to improving the educational sector, who have ideas and drive that they want to transform into action. In this way, they are students who understand the importance of continuing their studies throughout their working life, with the main objective of being able to remain at the forefront of their profession, adapting smoothly to changes in society and the sector.





“

*Turn your aspirations into reality with this high-intensity Executive Master's Degree that will boost your development"*

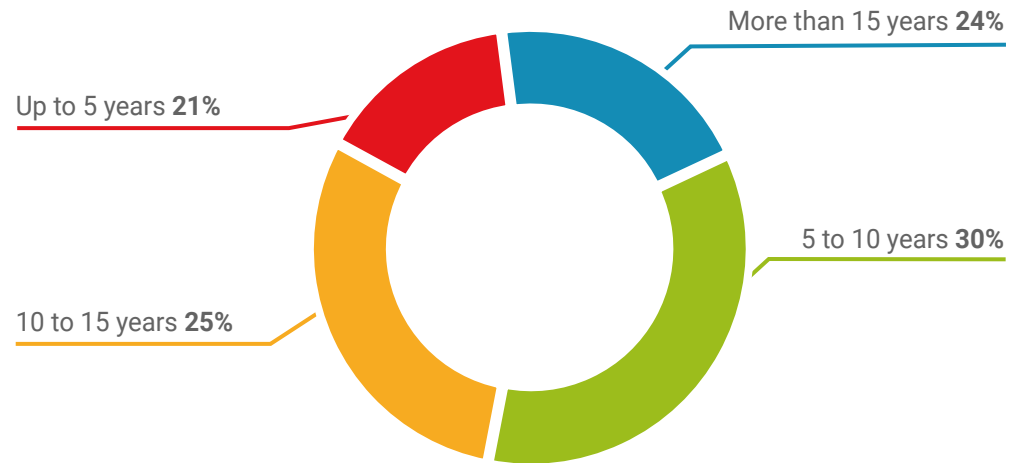
### Average Age

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Between **35** and **45** years old

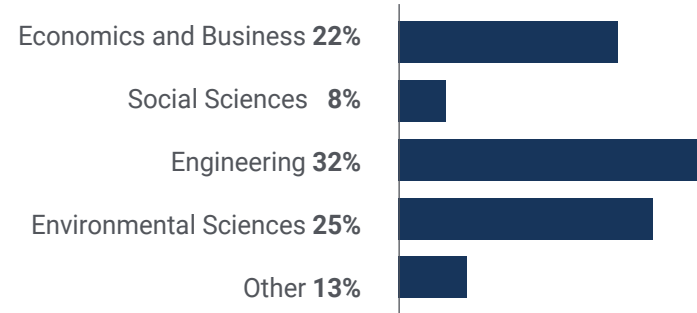
### Years of Experience

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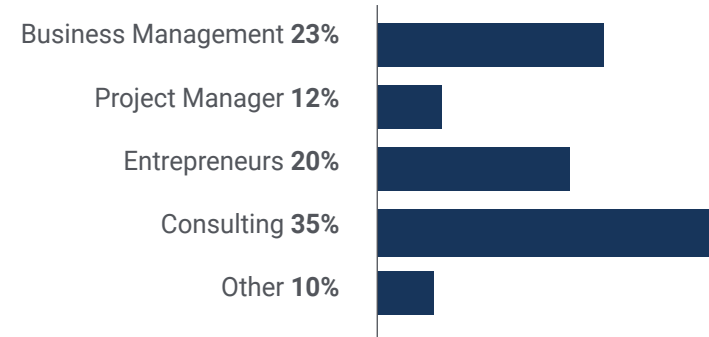
### Training

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### Academic Profile

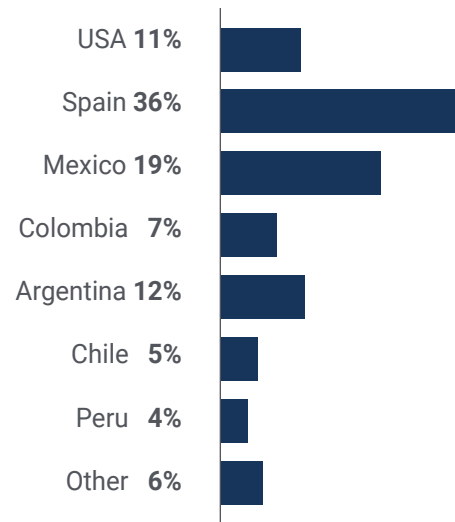
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## Geographical Distribution

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## Pablo Oswaldo López

High School Education Specialist

*"It has always seemed to me that there is much to promote and improve in the education sector. This Executive Master's Degree seems to me the most efficient way to approach a field of work in which I have much to contribute from the management of educational policies"*

09

# Impact on Your Career

Business professionals of today's era must diversify their studies to branches that go beyond simple business management. Society is changing and, therefore, so must the knowledge of these specialists. The completion of this Executive Master's Degree in Educational Policy Management will add quality to the students' qualification by offering all that knowledge which, although it may seem totally distant from their daily work, can be of great use in directing companies towards a more sustainable business model that favors the durability of natural resources.





*The most interesting study and learning systems available today, applied to a process of professional growth of maximum interest"*

## Are you ready to make the leap? Excellent professional development awaits you

The Executive Master's Degree in Education Policy Management at TECH Technological University is an intensive and valuable program aimed at improving students' job skills in an area of broad competence. Undoubtedly, it is a unique opportunity to improve professionally, but also personally, as it involves effort and dedication.

Those who wish to improve themselves, achieve a positive change at a professional level and interact with the best, will find their place at TECH.

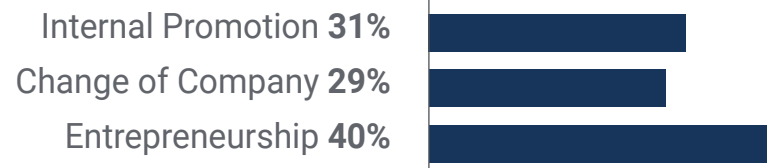
*Take a radical turn in your career thanks to the specialization offered by this program.*

*A program of great academic value to improve your specialization in education policies.*

### When the change occurs



### Type of change



## Salary increase

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This program represents a salary increase of more than **25.22%** for our students



10

# Benefits for Your Company

The Executive Master's Degree in Education Policy Management at TECH is a high-quality program aimed at improving the competitiveness of business professionals to give a boost to the education system in general and to educational centers in particular, so that the highest quality is achieved. This quality will translate into better care, greater adaptation to social reality and an educational system that is typical of an inclusive, open and modern society.





“

*An education system capable of responding to the needs of today's society in all its aspects"*

Developing and retaining talent in companies is the best long-term investment.

01

### **Intellectual Capital and Talent Growth**

The professional will introduce the company to new concepts, strategies, and perspectives that can bring about significant changes in the organization.

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02

### **Retaining high-potential executives to avoid talent drain**

This program strengthens the link between the company and the executive and opens new avenues for professional growth within the company.

03

### **Building agents of change**

The professional will be able to make decisions in times of uncertainty and crisis, helping the organization overcome obstacles.

---

04

### **Increased international expansion possibilities**

Thanks to this program, the company will come into contact with the main markets in the world economy.





05

### **Project Development**

The professional will be work on a current project or develop new projects in the field of R&D or Business Development within their company.

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06

### **Increased competitiveness**

This program will equip students with the skills to take on new challenges and drive the organization forward.

11

# Certificate

The Executive Master's Degree in Educational Policy Management guarantees students, in addition to the most rigorous and up-to-date education, access to an Executive Master's Degree issued by TECH Technological University.



“

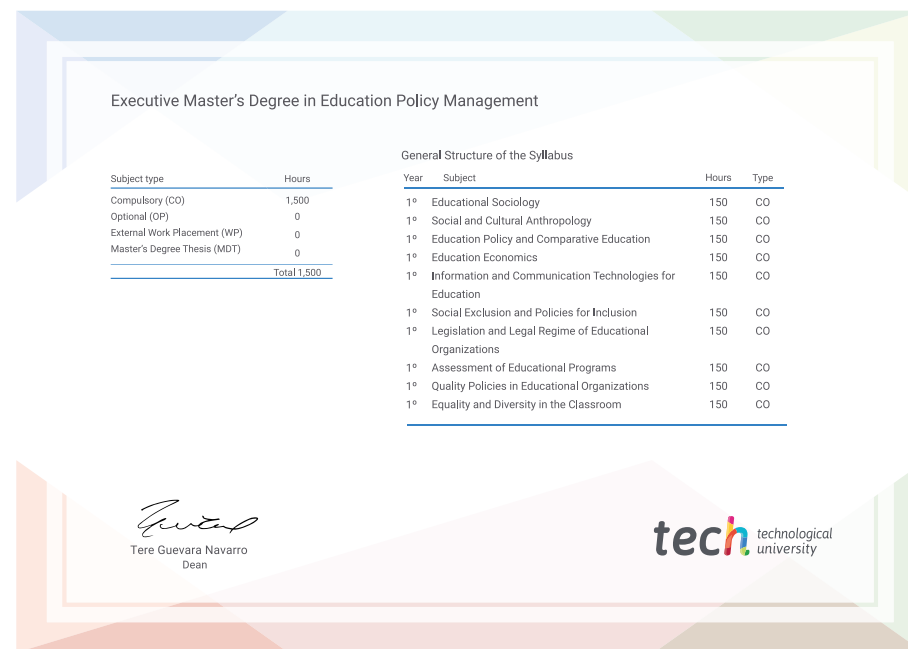
*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This **Executive Master's Degree in Education Policy Management** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Executive Master's Degree** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Executive Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Degree: **Executive Masters Degree in Education Policy Management**  
 Official N° of Hours: **1,500 h.**



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



## Executive Master's Degree Education Policy Management

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

# Executive Master's Degree Education Policy Management

