

Postgraduate Certificate

Educational Coaching, Emotional
and Systemic Intelligence





Postgraduate Certificate

Educational Coaching, Emotional and Systemic Intelligence

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-certificate/educational-coaching-emotional-systemic-intelligence

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01

Introduction

The intricate links and processes that occur in schools and institutions have their own laws and are approached from a systemic point of view and psychological. Our family origin and belonging to different groups make humans social beings, and therefore also systemic. Therefore, and understanding the importance of social and emotional relationships in individuals, this program will focus on providing psychologists with the skills that will enable them to understand systemic models, and work with them with greater guarantees of success.



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This Postgraduate Certificate in Educational Coaching, Emotional Intelligence and Systemic Coaching will generate a sense of security in the performance of your profession, which will help you to grow personally and professionally”

From this approach, systemic pedagogy appears; it assumes the influences of these laws on learning, building links and systemic relationships for the improvement of educational processes.

The family and school systems are related. And the Psychologist learns that each person has that family lineage present. In this way, each individual occupies a significant place in the system, in which the relationship between school, family and society is understood to be closer and more intense than ever.

Educational Coaching is a discipline within Coaching applied to Psychology, both formal and informal.

Coaching needs to adapt to the context and exists according to the needs posed by that context, in this case, the educational context. It is not surprising that given the complexity of agents and processes in education, Educational Coaching can address needs in the various fields of psychology: in individual consultation or in the resolution of learning or performance problems.

Educational Coaching is not so much a methodology as an approach that provides its own tools in complementation with the various psychological approaches, and whose purpose is to generate changes and transformations for excellence in the psychologist's work.

The fickle nature of emotions has traditionally made it difficult to systematize them. However, its energy drives action. And that makes them clearly detectable and educational. The neurosciences, in particular, have made many discoveries about how emotions work, how they act and what consequences they have on behavior and our biology.

Learning processes generate emotions. Without emotion you cannot learn. The pairing of thought and emotion work hand in hand to facilitate and motivate learning or to hinder it. Knowing the emotions that enhance learning and those that hinder it is the first of the tasks that Emotional Intelligence has to improve psychology.

This **Postgraduate Certificate in Educational Coaching, Emotional and Systemic Intelligence** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of clinical cases presented by experts in Educational Coaching
- ♦ The graphic, schematic, and practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in Educational Coaching
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in Educational Coaching
- ♦ 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



A deep training action that will allow you to immerse yourself in the systemic models applied to psychology”

“*The International Guest Director of this program stands out for his extensive professional experience and his excellence in handling the latest trends in Educational Coaching*”

It includes in its teaching staff professionals belonging to the field of Educational Coaching and Communication, who pour into this training the experience of their work, in addition to recognized specialists from leading scientific societies.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the psychologist must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in the field of Educational Coaching and Communication.

Increase your decision-making confidence by updating your knowledge through this program.

Take the opportunity to learn about the latest advances in Educational Coaching, Emotional Intelligence and Systemic Coaching.



02

Objectives

The Postgraduate Certificate in Educational Coaching, Emotional Intelligence and Systemic is oriented to facilitate the performance of the professional dedicated to working with children, adolescents and adults in the psychological field. In this way, a latent improvement is achieved in the child and adolescent and a consolidation of the psychology professional within the sector. All this allows both the improvement of the patient and the growth of the psychologist, who will be able to work successfully in different types of institutions.





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This program allow you to update your knowledge in Educational Coaching, Emotional and Systemic Intelligence for Psychologists with the use of the latest educational technology, to contribute with quality, safety and security to decision making"



General Objectives

- ♦ Provide students with advanced specialized training based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an Education professional with competencies in Educational Coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership



Take the step to get up to date on the latest developments in Educational Coaching, Emotional and Systemic Intelligence"



Specific Objectives

Module 1. Emotional Intelligence

- ♦ Identify what emotional intelligence is
- ♦ Discover the history behind emotional intelligence
- ♦ Distinguish myths from legends
- ♦ Know the functions of emotions
- ♦ Establish the characteristics of emotions
- ♦ Describe the processes of emotions
- ♦ Relate the interaction between emotion and thought processes
- ♦ Recognize the influence of emotions on thought processes
- ♦ Identify the various emotional competencies
- ♦ Know strategies for the development of emotional competences
- ♦ Characterize the process of emotional integration
- ♦ Know how to integrate the different emotions
- ♦ Identify the importance of motivation
- ♦ Recognize how to enhance motivation
- ♦ Know the characteristics of self-esteem
- ♦ Identify the components of self-esteem and how to foster them
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Establish the benefits of the emotionally intelligent teacher
- ♦ Show how to apply emotional intelligence in the classroom
- ♦ Recognize the importance of emotional education in the classroom

Module 2. Systemic Pedagogy

- ♦ Learn the theoretical bases and origins of Systemic Coaching
- ♦ Know the functioning of the family system as the first system of human relationship
- ♦ Acquire knowledge about the functioning of the couple and its application in Educational Coaching
- ♦ Handle Coaching tools for contexts such as divorce and separations and to favor the best scenario for the child
- ♦ Know the legal framework that affects the process of separation and divorce in relation to minors and the work with the coach
- ♦ Know how the different stages of the life cycle influence people and how to apply it in contexts of Educational Coaching to favor the maturing process of the child and the family system

Module 3. Educational Coaching

- ♦ Learn techniques for the effective management of teams within the center, as well as with students and parents
- ♦ Recognize the different types of leadership, as well as specific tools that will allow for greater effectiveness in their management
- ♦ Recognizing the influence of sound and the constituent elements of music on human beings
- ♦ Connection between emotional intelligence and musical behavior
- ♦ Recognize body sensations, emotions, beliefs, and behaviors of stage anxiety

- ♦ Identify specific tools for individual and group coaching with vulnerable groups: children, adolescents, gender violence, ethnic minorities and immigration, etc.
- ♦ Identify specific tools for nutritional coaching: the four pillars approach
- ♦ Learn to use Coaching to encourage healthy eating habits instead of using rewards and punishments with food
- ♦ Learn how to use the discipline of Coaching in technical sports education and high performance team settings
- ♦ Establish strategies for setting sports goals
- ♦ Learn the dynamics and strategies of Educational Coaching for teachers to apply in the classroom, at an individual and group level

03

Course Management

The program includes in its teaching staff, leading experts in Educational Coaching, Emotional and Systemic Intelligence, who bring to this program the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



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*Learn from leading professionals
the latest advances in Educational
Coaching, Emotional and
Systemic Intelligence procedures"*

International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his management positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a senior fellow at the Centre for Wellbeing Science at the University of Melbourne and an honorary fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



Dr. Van Nieuwerburgh, Christian

- ♦ Global Director at Growth Coaching International, Sydney, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents
- ♦ PhD in English from University of Birmingham
- ♦ Master's Degree in Psychology from University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at University of Melbourne, Australia



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

Management



Mr. Riquelme Mellado, Francisco

- ♦ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ♦ Teacher Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ Professor of the specialty of Drawing
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ♦ Education Project Trainer and Head of the Botín Foundation in the Region of Murcia
- ♦ He writes for the educational magazine INED21. Educational Project "Una Educación para Ser"
- ♦ Blogger and educational communicator
- ♦ Degree in Fine Arts from the Polytechnic University of Valencia
- ♦ Specialist Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ♦ Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ♦ ICF, ASESCO AECOP AECOP certified coach with competencies in NLP and Systemic Coaching
- ♦ Trainer of trainers for CEFIRE of Orihuela and CPR Murcia



Mr. Romero Monteserín, Jose María

- ♦ Academic Director at the School of Spanish Language of the University of Salamanca in Lisbon
- ♦ Collaborator in several SFL-USAL in Management
- ♦ External professor at the CIESE-Comillas Foundation in the Educational Center Management and Training
- ♦ Online Trainer in Educational Center Management at the CIESE-Comillas Foundation
- ♦ Degree in Education from the Complutense University of Madrid.
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Master's Degree in High School Teacher Training from the University CEU Cardenal Herrera
- ♦ Postgraduate in School Organization
- ♦ Higher University Technician in Human Resources
- ♦ Higher Technician of Training in the Company
- ♦ Expert in Project Management



Dr. Beltrán Catalán, María

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD Cum Laude in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville



Dr. Visconti Ibarra, Martín

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Educational Center Management and Administration
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education



Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical advisor and External Educational Collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Professors

Ms. Rodríguez Ruiz, Celia

- ♦ Educational counselor, official in the teaching staff of high school education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations
- ♦ Principal of the Jesús del Monte public school Hazas de Cesto, Cantabria
- ♦ Director of the Aurelio E. Acosta Fernández Public Center, Santiago del Teide
- ♦ Doctor of Psychology Complutense University of Madrid
- ♦ Degree in Educational Psychology Oberta University, Catalunya
- ♦ Degree in Primary School Education with a Major in English Language Camilo José Cela University
- ♦ Postgraduate degree in "Coaching psychology" Complutense University of Madrid
- ♦ Official Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language La Laguna University
- ♦ Degree in Educational and Executive Coaching from the Complutense University of Madrid University expert in analytical knowledge society. International University of La Rioja

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of up-to-date training and are committed to quality teaching through new educational technologies. This team of professionals, committed to specialize top-level psychologists, has designed this very complete program that will enable professionals to practice successfully in social, health and educational institutions, being able to correctly influence the development of children and adolescents.





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This Postgraduate Certificate in Educational Coaching, Emotional and Systemic Intelligence contains the most complete and up-to-date scientific program on the market”

Module 1. Emotional Intelligence

- 1.1. Definition of Emotional Intelligence
 - 1.1.1. Keys to Develop Emotional Intelligence
- 1.2. Emotions
 - 1.2.1. Towards a Definition
 - 1.2.2. What are Emotions for?
 - 1.2.3. Emotional Process
 - 1.2.4. Classification and Types of Emotions
- 1.3. Emotions, Attitude, and Competence
 - 1.3.1. Emotional Skills
 - 1.3.2. Social Skills or Interpersonal Relationships
- 1.4. Emotional Management
 - 1.4.1. Self-Knowledge
 - 1.4.2. Emotional Awareness
 - 1.4.3. Self-Appraisal
 - 1.4.3.1. Our Strengths and Weaknesses
 - 1.4.4. Emotional Communication
 - 1.4.4.1. The Power of Words
 - 1.4.4.2. Assertiveness
 - 1.4.4.3. Non-Verbal Language
- 1.5. Emotional Intelligence and Education
 - 1.5.1. Classroom Climate
 - 1.5.2. Emotional Understanding in the Classroom
 - 1.5.3. Emotional Learning
 - 1.5.3.1. Tools for Classroom Management
- 1.6. Thinking Skills
 - 1.6.1. Realistic Thinking
 - 1.6.2. Optimism
- 1.7. Self-Motivation and Achievement Capabilities
 - 1.7.1. How to Make Education Something Important for the Child
 - 1.7.2. Persistence and Effort
 - 1.7.3. Facing Failure

- 1.8. Teacher Welfare
 - 1.8.1. Emotional Education and the Role of the Teacher
 - 1.8.2. The Emotionally Intelligent Teacher
 - 1.8.3. Techniques to Obtain Enriching Feedback
- 1.9. Habits of People with High Emotional Intelligence
 - 1.9.1. Leadership
 - 1.9.2. Elements that Generate High Performance
- 1.10. Highly Sensitive People
 - 1.10.1. Emotional Regulation
 - 1.10.2. Emotional Perception
 - 1.10.3. Emotional Assimilation
 - 1.10.4. Emotional Understanding

Module 2. Systemic Pedagogy

- 2.1. General Systems Theory
 - 2.1.1. Systemic Approach to Development
 - 2.1.2. Systemic Bases and Laws
- 2.2. Current Systemic Currents
 - 2.2.1. Historical Review
 - 2.2.2. Different Schools Today
- 2.3. Bert Hellinger's Philosophy
 - 2.3.1. Fundamentals
 - 2.3.2. Contribution to the Educational Field
- 2.4. The Orders of Love and the Orders of Help
 - 2.4.1. Analysis for the Improvement of Coexistence
- 2.5. The Three Systemic Intelligences
 - 2.5.1. Transgenerational
 - 2.5.2. Intergenerational
 - 2.5.3. Intragenerational
- 2.6. Systemic Pedagogy
 - 2.6.1. A New Approach to Education
- 2.7. The Systemic Pedagogue
 - 2.7.1. Features
 - 2.7.2. Functions

- 2.8. The Family System
 - 2.8.1. The Genogram
- 2.9. The School System:
 - 2.9.1. Creating Bridges between Family and School
- 2.10. Activities and Practices
 - 2.10.1. Application of Systemic Tools for Curricular Work
 - 2.10.2. Roles in Conflict Resolution

Module 3. Educational Coaching

- 3.1. What is Educational Coaching? Basis and Foundations
 - 3.1.1. Definition and Connection with Educational and Psychological Theories
 - 3.1.2. Educating in the Will of Meaning
 - 3.1.2.1. Nonodynamics and Coaching
 - 3.1.2.2. Logopedagogy, Coaching and Education in the Self
- 3.2. Areas of Application of Coaching in Education
- 3.3. Benefits of its Application in Educational Contexts
 - 3.3.1. Coaching and Development of Executive Functions and Metacognition
 - 3.3.2. Coaching and Educational Support Needs
 - 3.3.3. Coaching to Achieve Excellence
- 3.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
- 3.5. Helping Relationship Styles and Coaching
- 3.6. The Teacher as a Coach
- 3.7. Competencies of the Teacher as a "Coach" of the Student Body
- 3.8. Coaching in the Framework of Shared Mentoring
- 3.9. Teacher Skills as a Facilitator of Change
 - 3.9.1. Laying the Groundwork. Co-Creating the Relationship
 - 3.9.1.1. Creative Visualization. Results to be Achieved at the End of the Process
 - 3.9.1.2. Student's Wheel-Teacher's Wheel
 - 3.9.1.3. Pedagogical Contract
 - 3.9.2. Effective Communication
 - 3.9.2.1. Effective Communication
 - 3.9.2.2. Active Listening
 - 3.9.2.3. Powerful Questions
 - 3.9.2.4. Direct Communication
 - 3.9.3. Planning Goals
 - 3.9.3.1. Construction of the Vital Purpose
 - 3.9.3.2. Games of the Results
 - 3.9.3.3. Build SMART Objectives. Cultivating Learning and Growth.
 - 3.9.3.4. Creating Awareness
 - 3.9.3.5. Design Actions
 - 3.9.4. Progress Management
 - 3.9.4.1. Limiting Beliefs vs. Powerful Beliefs
 - 3.9.4.2. Learning and Coaching. Comfort Zone
 - 3.9.4.3. Game of Qualities
 - 3.9.4.4. Keys to Success
 - 3.9.5. Process Evaluation
 - 3.9.6. Family Involvement
- 3.10. Classroom Group Applications
 - 3.11. Teaching Teams and Faculty Team Spirit, Synergies
 - 3.12. Management Teams and the Development of Executive Tools

05

Methodology

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

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



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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

The overall score obtained by our learning system is 8.01, according to the highest international standards.



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



Study Material

All teaching material is produced by the 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



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".



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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



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.



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.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Educational Coaching, Emotional and Systemic Intelligence guarantees, in addition to the most accurate and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a **Postgraduate Certificate in Educational Coaching, Emotional and Systemic Intelligence** endorsed by **TECH Global University**, the world's largest online university.

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

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

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