

Postgraduate Diploma Intervention in Learning Difficulties

Accreditation/Membership





Postgraduate Diploma Intervention in Learning Difficulties

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

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-intervention-learning-difficulties

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01

Introduction to the Program

Learning difficulties are one of the main causes of poor academic performance and educational exclusion worldwide. According to UNESCO, at least 1 in 10 school-aged children has some form of specific educational support need, with conditions such as dyslexia, dyscalculia, and Attention Deficit Hyperactivity Disorder (ADHD) being among the most common. In response to this reality, TECH has designed this university program as an academic and professional solution aligned with international standards for diversity management. Through a 100% online methodology, practical tools and updated knowledge will be provided to intervene effectively in these cases within the school environment.



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A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe”

Learning difficulties represent one of the most frequent and complex challenges in today's educational environment. Conditions such as dyslexia, dyscalculia, and ADHD affect the academic performance and emotional well-being of thousands of students, requiring specialized, evidence-based intervention tailored to each case.

In response to this growing need, TECH Global University has developed the Postgraduate Diploma in Intervention in Learning Difficulties, which will train professionals to intervene effectively, improving teaching processes and reducing barriers that affect student development. Through a rigorous and practical academic structure, topics such as the neuropsychological foundations of learning, the design of individualized intervention strategies, collaborative work between teachers and families, and the use of digital resources applied to educational support will be addressed. Additionally, the program will emphasize intervention in reading and writing, mathematical reasoning, socio-emotional skills, and behavioral regulation. In this way, educators will gain a comprehensive understanding of the factors that influence academic performance.

Furthermore, TECH has structured this university program with a 100% online modality, allowing each graduate to organize their study pace without compromising personal or professional responsibilities. The content will be available 24/7 and can be downloaded for offline consultation. All of this will be complemented with the Relearning methodology, which will enhance knowledge retention through strategic repetition and contextualized learning.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Postgraduate Diploma in Intervention in Learning Difficulties** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



Thanks to these academic materials, you will be able to implement evidence-based psychoeducational intervention programs to personalize teaching and ensure a more inclusive education"

“

You will know how to intervene effectively in cases of dyslexia, dyscalculia, or ADHD with a program designed by experts in neuroeducation. TECH will provide you with the tools, you make the difference!”

The program includes a teaching team of professionals from the field of education, who bring their work experience to this course, as well as recognized specialists from leading societies and prestigious universities.

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 student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will connect with a high-level faculty and have access to the most up-to-date resources in psychoeducational intervention. You will progress at your own pace, from anywhere you choose.

Transform your professional profile and lead the change in educational support! Thanks to this university program, you will master the key strategies to intervene with a real impact on learning difficulties.



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.



“

*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".

Forbes

The best online university in the world

The most complete syllabus

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

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.

TOP
international faculty



The most effective methodology

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

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.

World's No.1
The World's largest online university

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.



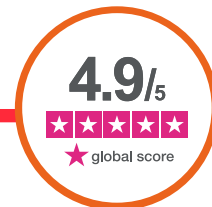
Google Premier Partner

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 official online university of the NBA

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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.



Leaders in employability

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03

Syllabus

This Postgraduate Certificate will feature an innovative syllabus, structured to equip professionals with the necessary tools to act with precision and effectiveness in addressing these challenges. Throughout the academic journey, they will delve into key areas such as the neuropsychology of learning, the design of adapted pedagogical strategies, emotional management of students, and collaboration with multidisciplinary teams. All of this will be complemented with digital resources, current educational intervention techniques, and case studies that will allow the contextualization of the knowledge acquired in real classroom situations.



A close-up photograph of a child's hands playing with colorful alphabet blocks on a patterned surface. The child is wearing a white ribbed sweater. The blocks are in various colors including orange, green, blue, and pink. The background is a red and white geometric pattern.

“

With this academic offering, you will not only expand your knowledge but also develop practical competencies to implement specific interventions, evaluate their effectiveness, and significantly improve teaching processes”

Module 1. Theoretical and Methodological Foundations of Attention to Diversity and Learning Difficulties in Children

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological, and Pedagogical Foundations of Attention to Diversity and Learning Difficulties in Children
 - 1.2.1. Basic Definitions
 - 1.2.1.1. Psychology and its Foundations
 - 1.2.1.2. Pedagogy and its Foundations
 - 1.2.1.3. Educational Process
 - 1.2.1.4. Teaching- Learning Process
 - 1.2.2. Contributions of Psychology to Pedagogy as a Science
 - 1.2.2.1. In the Theoretical Order
 - 1.2.2.2. In the Methodological Order
 - 1.2.2.3. In the Practical Order
 - 1.2.3. Influence of Educational Psychology in Learning Difficulties
 - 1.2.3.1. The Behavioral Perspective
 - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
 - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science to Tackle the Challenges of Diversity Education and the Care of Children with Learning Difficulties
 - 1.3.1. Object of Study of Psychopedagogy
 - 1.3.2. Categorical System of Psychopedagogy
 - 1.3.3. Principles of Psychopedagogy
 - 1.3.4. Challenges of Psychopedagogy in the 21st Century



- 1.4. Psychopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
 - 1.4.1. Basic Definitions
 - 1.4.1.1. Personality and Its Origins
 - 1.4.1.1.1. Biological Factor
 - 1.4.1.1.2. Innate Factor
 - 1.4.1.1.3. Hereditary Factor
 - 1.4.1.1.4. Genetic Factor
 - 1.4.1.2. Cognitive Development and Its Theoretical-Practical Importance in the Attention to LD
 - 1.4.1.2.1. Organic Aspect
 - 1.4.1.2.2. Maturing Aspect
 - 1.4.1.2.3. Functional Aspect
 - 1.4.1.2.4. Social Aspect
 - 1.4.1.2.5. Educational Aspect
 - 1.4.1.3. Learning
 - 1.4.1.3.1. Approach to Its Conceptualization
 - 1.4.1.3.2. Necessary Conditions for Learning
 - 1.4.2. Psychopedagogical Characteristics of the Primary School Student
 - 1.4.2.1. 6-8 Years Old Child
 - 1.4.2.1.1. First Grade Child
 - 1.4.2.1.2. Second Grade Child
 - 1.4.2.2. 8-10 Years Old Child
 - 1.4.2.2.1. Third Grade Child
 - 1.4.2.2.2. Fourth Grade Child
 - 1.4.2.3. 10-12 Years Old Child
 - 1.4.2.3.1. Fifth Grade Child
 - 1.4.2.3.2. Sixth Grade Child

- 1.5. Learning as an Individual and Social Process
 - 1.5.1. Cognitive Strategies
 - 1.5.2. Learning Strategies
 - 1.5.3. Remembering Strategies
 - 1.5.4. Retention Strategies
 - 1.5.5. Evocation Strategies
 - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
 - 1.6.1. Approach to Its Definition
 - 1.6.1.1. Teaching- Learning Process
 - 1.6.1.2. Developmental Teaching- Learning Process
 - 1.6.2. Characteristics of the Developmental Teaching- Learning Process
 - 1.6.3. Potentials of the Developmental Teaching-Learning Process
 - 1.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
 - 1.6.4.1. Cooperative Learning
 - 1.6.4.1.1. Definition
 - 1.6.4.1.2. Types of Cooperative Groups
 - 1.6.4.1.3. The Characteristics of Cooperative Learning
 - 1.6.5. Forms of Participation in Cooperative Learning
 - 1.6.5.1. In the Classroom
 - 1.6.5.2. In Other Learning Spaces in the School
 - 1.6.5.3. In the Family
 - 1.6.5.4. In the Community
 - 1.6.6. Structure of a Cooperative Learning Class
 - 1.6.6.1. Moment of Initiation
 - 1.6.6.2. Moment of Development
 - 1.6.6.3. Moment of Closing
 - 1.6.7. Creation of Favorable Environments for Learning

Module 2. Foundations of the Management of Learning Difficulties

- 2.1. Introduction
- 2.2. Prevention of Learning Difficulties
 - 2.2.1. Levels of Prevention
 - 2.2.2. Risk Factors
 - 2.2.3. Protective Factors
- 2.3. Psychopedagogical Intervention in LD
 - 2.3.1. Definition
 - 2.3.2. Principles
 - 2.3.3. Models of Psychopedagogical Intervention
- 2.4. Comprehensive Educational Care and Its Implications
 - 2.4.1. Conceptualization
 - 2.4.2. Strategic Planning
 - 2.4.3. Individualized Planning
 - 2.4.4. Comprehensive Educational Planning
- 2.5. Psychopedagogical Intervention vs. Comprehensive Educational Attention
 - 2.5.1. Theoretical Positions that Support Them
 - 2.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 2.5.3. Relevance of Use in the Context of Diversity
- 2.6. Theoretical Considerations on School Management
 - 2.6.1. Definitions and Principles of School Management
 - 2.6.2. Management of Educational Institutions or Care Centers
 - 2.6.2.1. Definition and Characteristics of the Management Process
 - 2.6.2.2. Implications of Interdisciplinary Work in School Management
 - 2.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 2.6.2.4. Networking
 - 2.6.2.4.1. Intrasectorial Articulation
 - 2.6.2.4.2. Intersectorial Articulation



- 2.6.3. The School Organization and its Impact on the Educational Process
 - 2.6.3.1. Definition
 - 2.6.3.2. Living Arrangements for Students with LD
 - 2.6.3.3. The Teaching Timetable
 - 2.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
- 2.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
 - 2.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
 - 2.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 2.6.4.3. Conditions of the Physical Environment
 - 2.6.4.4. Conditions of the Psychological Environment
 - 2.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
- 2.7. Attention to Diversity in the Inclusive Education Framework
 - 2.7.1. Conceptualization
 - 2.7.2. Theoretical-Methodological Fundamentals
 - 2.7.2.1. Recognition and Respect of Individual Differences
 - 2.7.2.2. Attention to Diversity as a Principle of Inclusive Education
 - 2.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 2.7.3.1. Definition
 - 2.7.3.2. Types of Curricular Adaptations
 - 2.7.3.2.1. Adaptations in the Methodology
 - 2.7.3.2.2. Adaptations in the Activities
 - 2.7.3.2.3. Adaptations in the Materials and the Time
 - 2.7.3.2.4. In the Functional Elements
- 2.8. Activities for the Integration of Knowledge and Its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

04

Teaching Objectives

This Postgraduate Certificate has been designed to precisely address the demands of today's educational environment. As such, this university program will not only aim to convey theoretical knowledge, but also foster an active, solution-oriented, and highly qualified profile for direct intervention. Through a practical and rigorous approach, professionals will develop skills to analyze the causes of learning difficulties, design adapted pedagogical strategies, implement personalized action plans, and assess their real impact on students' progress. Additionally, they will learn to collaborate with other educational agents and apply innovative tools that promote meaningful learning.



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This university qualification is the starting point for transforming educational practice and generating a positive and lasting impact on the lives of those who face barriers in their learning process”



General Objectives

- ♦ Analyze the theoretical and methodological foundations of diversity management and its impact on learning
- ♦ Understand learning difficulties from a historical, theoretical, and classificatory perspective
- ♦ Develop evaluation and diagnostic strategies for the early detection of learning difficulties
- ♦ Design psychopedagogical interventions based on updated approaches for managing difficulties in reading, writing, and mathematics
- ♦ Explore the influence of language on cognitive development and its role in overcoming learning difficulties
- ♦ Deepen the study of reading difficulties and their impact on the formation of citizens in the knowledge society
- ♦ Identify effective strategies for teaching mathematics to students with specific difficulties in this area
- ♦ Address Attention Deficit Hyperactivity Disorder (ADHD) as a condition associated with learning difficulties





Specific Objectives

Module 1. Theoretical and Methodological Foundations of Attention to Diversity and Learning Difficulties in Children

- ♦ Analyze the theoretical principles that underpin diversity management in the educational field
- ♦ Identify inclusive methodologies for teaching in contexts of cognitive and social diversity

Module 2. Foundations of the Management of Learning Difficulties

- ♦ Develop educational intervention plans to effectively manage learning difficulties
- ♦ Implement innovative methodologies to enhance academic performance in students with specific needs



TECH will offer you an academic journey that goes beyond content: it focuses on action, continuous improvement, and a commitment to more equitable education”



05

Career Opportunities

This Postgraduate Diploma will open the door to multiple career opportunities in the educational, clinical, and social fields. With the comprehensive approach of this program, the professional projection of those who wish to make a difference in the academic and emotional life of students facing greater challenges will be enhanced. Thanks to the acquisition of practical and updated competencies, graduates will be able to work in schools as support teachers, join educational counseling teams, collaborate in psychopedagogical offices, or participate in early intervention projects.





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This university qualification represents a real opportunity to specialize in an area with direct and growing impact, where timely intervention can change students' academic trajectories”

Graduate Profile

The graduate will stand out for their ability to act with judgment, sensitivity, and effectiveness in addressing the challenges faced by students with specific needs. Thanks to a preparation focused on the practical application of knowledge, this professional will master pedagogical tools, personalized strategies, and neuroeducational approaches that will enable them to intervene precisely in cases of dyslexia, dyscalculia, ADHD, or other conditions affecting academic performance. Additionally, they will possess a comprehensive understanding of the educational process, enabling them to work collaboratively with teachers, counselors, families, and multidisciplinary teams, always with the goal of ensuring an appropriate response to each situation.

You will be a professional committed to continuous improvement, capable of intervening in a timely manner to improve learning outcomes. Enroll now and build opportunities that will change lives.

- ♦ **Critical Analysis Skills:** Interpret complex situations related to learning difficulties with rigor and make evidence-based decisions
- ♦ **Communication Skills:** Convey technical information clearly and empathetically to students, families, and teaching teams
- ♦ **Collaborative Work:** Work effectively with other professionals in the educational, clinical, and social fields in designing and implementing interventions
- ♦ **Adaptability:** Apply flexible and personalized strategies based on individual student characteristics and the specific educational context





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

- 1. Educational Support Teacher:** Designer of pedagogical strategies adapted for students with learning difficulties within the regular classroom.
- 2. School Counselor:** Evaluator of students' needs, advising teachers and families, and proposing personalized intervention plans.
- 3. Psychopedagogue in Private Practice:** Responsible for working with children and adolescents with learning disorders, applying specific interventions and individualized follow-up.
- 4. Diversity Support Technician:** Collaborator in educational or public institutions, developing inclusive programs and curriculum adaptations.
- 5. Teacher Trainer in Educational Inclusion:** Responsible for delivering workshops and training sessions for teachers on practical strategies for addressing diversity in the classroom.
- 6. Pedagogical Advisor in Educational Associations:** Responsible for supporting projects aimed at children with specific educational needs, proposing methodological improvements.
- 7. Collaborator in Early Intervention Programs:** Responsible for working with preschool or primary-aged children, applying preventive plans to minimize the impact of learning difficulties.
- 8. Designer of Adapted Educational Materials:** Developer of personalized educational resources to facilitate access to learning for students with different educational barriers.

06

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.

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*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.

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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.

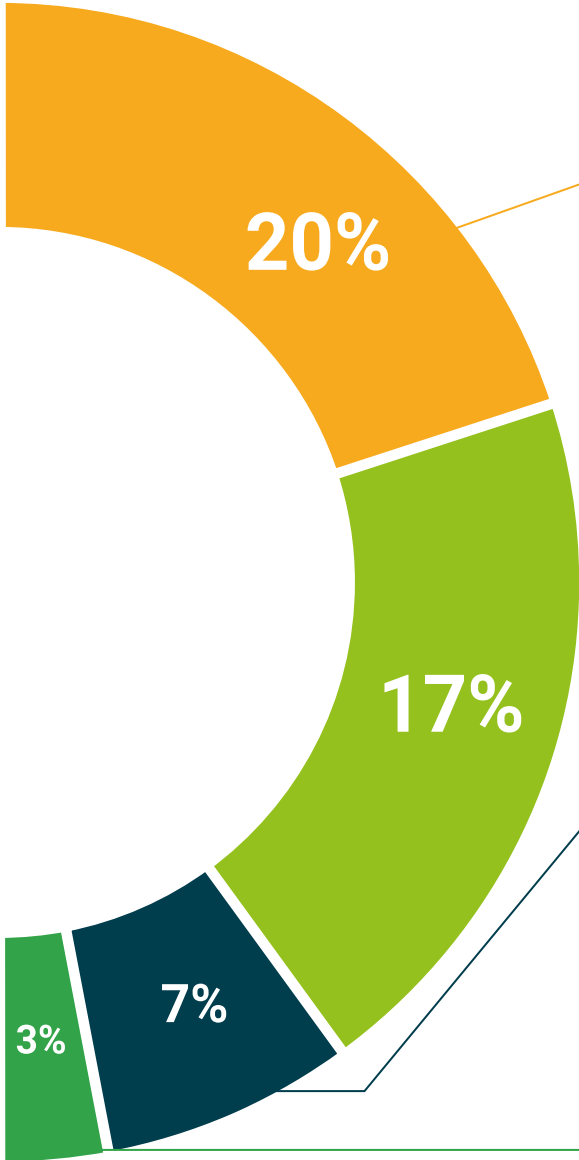
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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.



07

Teaching Staff

One of the greatest added values of this Postgraduate Diploma lies in its faculty. This team is made up of professionals with extensive experience in the educational, clinical, and psychopedagogical fields, who not only master theoretical content but also have direct experience in intervening with students who face barriers in their learning process. Thanks to this combination of academic excellence and practical knowledge, graduates will gain a real and applicable perspective on the current challenges in the classroom.





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This excellent teaching team will not only impart knowledge but will also inspire intervention with responsibility, sensitivity, and rigor”

Management



Dr. Moreno Abreu, Milagros Josefina

- ♦ Pedagogue specializing in Learning Difficulties
- ♦ Organizational Consultant, Los Sauces Medical and Surgical Unit
- ♦ Speech therapist. Private Practice
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education with a specialization in Learning Difficulties and Preschool
- ♦ PhD in Pedagogical Sciences
- ♦ Higher University Technician in Speech Therapy
- ♦ Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments
- ♦ Graduate Professor. Academic Reading and Writing



“

A unique, essential and decisive learning experience to boost your professional development”

08

Certificate

The Postgraduate Diploma in Intervention in Learning Difficulties guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.





“

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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Intervention in Learning Difficulties** 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 private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership

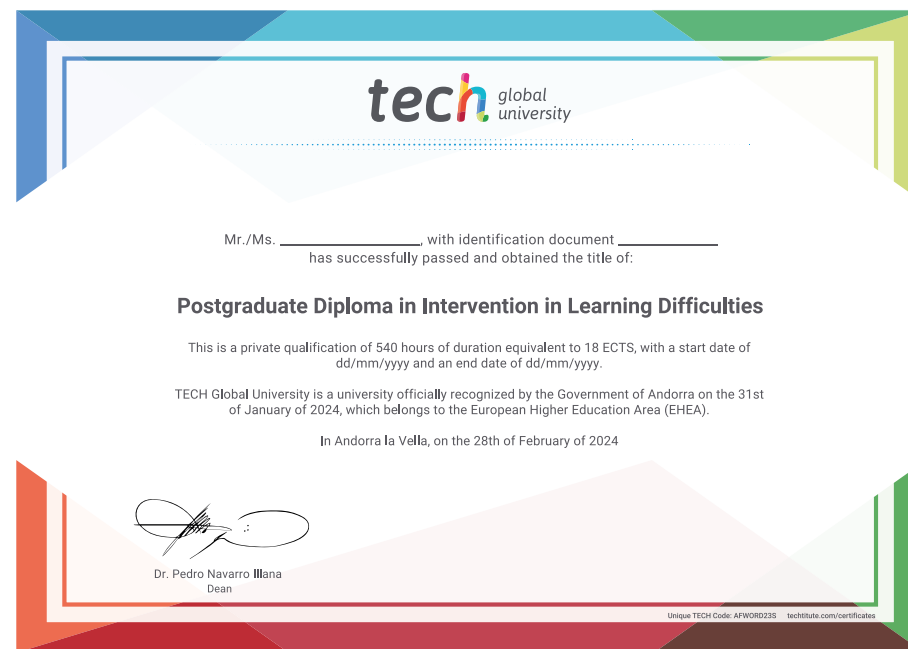


Title: **Postgraduate Diploma in Intervention in Learning Difficulties**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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

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institutions technology learning
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Postgraduate Diploma
Intervention in
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- » Modality: online
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Postgraduate Diploma Intervention in Learning Difficulties

Accreditation/Membership

