

Postgraduate Diploma Assessment of Learning Difficulties

Accreditation/Membership

A large, diagonal photograph of a young woman with blonde hair, wearing a white shirt, is shown in profile, focused on writing with a blue pen on a piece of paper. The image is set against a background of colorful diagonal stripes in shades of blue, green, yellow, and red.

tech global
university



Postgraduate Diploma Assessment of 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-assessment-learning-difficulties

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 18

05

Career Opportunities

p. 22

06

Study Methodology

p. 26

07

Teaching Staff

p. 36

08

Certificate

p. 40

01

Introduction to the Program

Accurate assessment of learning difficulties is one of the fundamental pillars for ensuring inclusive and high-quality education. According to data from UNESCO, nearly 15% of students worldwide present some form of specific educational need, with learning disorders (dyslexia, dyscalculia, ADHD) being the most prevalent in school contexts. In response to this scenario, TECH has designed this university program to provide the necessary knowledge to adapt educational processes to the individual characteristics of students. Through a 100% online methodology, enrolled professionals will acquire the tools needed to conduct rigorous and well-founded diagnostic assessments.





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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”

Early detection and accurate assessment of learning difficulties are essential to ensure the academic success of millions of students worldwide. Disorders such as dyslexia, dyscalculia, or ADHD can go unnoticed if there are not professionals trained to identify and address them rigorously.

Aware of this challenge, TECH has developed the Postgraduate Certificate in Assessment of Learning Difficulties, providing precise and up-to-date diagnostic tools to intervene effectively in diverse educational contexts. Through a rigorous approach, the program will delve into key topics such as applied psychometrics, psychopedagogical assessment models, interpretation of standardized tests, and the creation of diagnostic reports. Additionally, the program will emphasize identifying warning signs, adapting tools for different ages, and collaborating with multidisciplinary teams. All of this will be structured through a comprehensive approach that combines updated theory with numerous practical case studies drawn from both clinical and school settings.

Moreover, TECH has designed this university program with a 100% online modality, making it compatible with professional and personal life. The content will be available at all times from any device, with the option to download for offline consultation. Thanks to the Relearning methodology, learning will be enhanced through the strategic repetition of key concepts, ensuring deep, flexible learning adapted to each specialist's individual pace.

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 Assessment of 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



This 100% online Postgraduate Diploma is the perfect opportunity to learn about the new techniques for Learning Difficulties Assessment

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Do you want to specialize in psychopedagogical assessment without pausing your career? TECH will help you achieve your goals with its 100% online modality and an innovative methodology: Relearning”

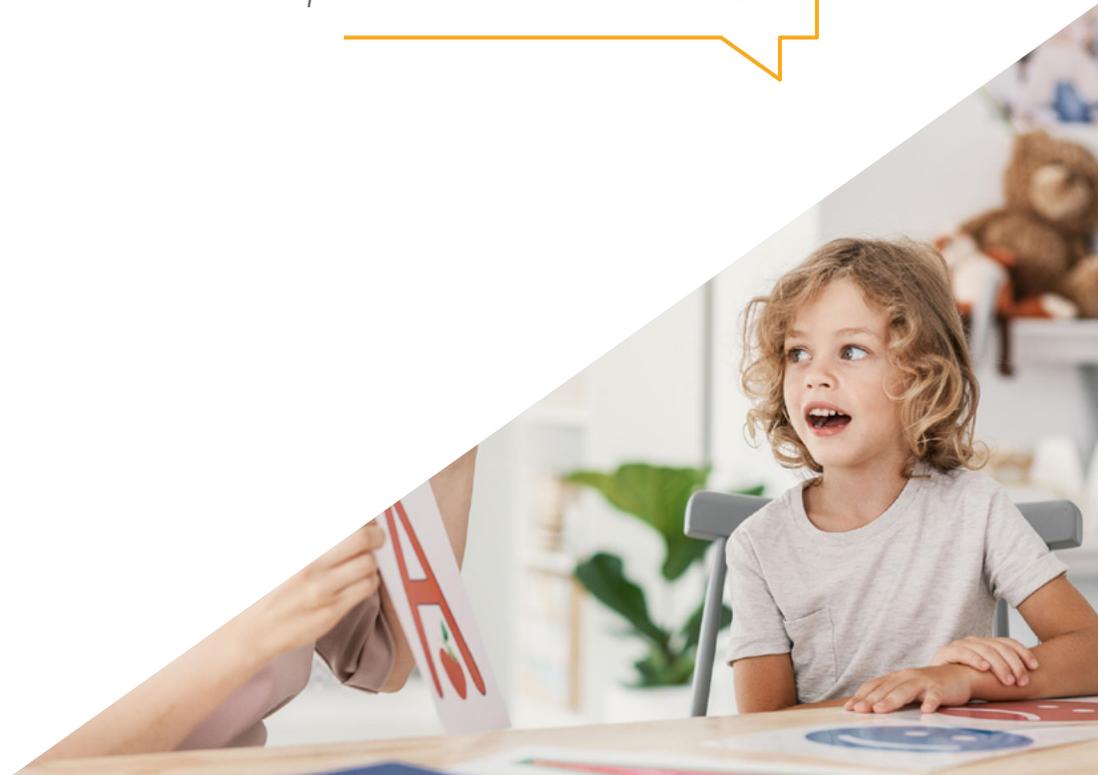
The program includes a faculty of professionals from the field of education, who bring their work experience to this course, as well as recognized specialists from leading societies and prestigious universities.

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 master the key methods to detect and assess dyslexia, ADHD, and dyscalculia with scientific rigor. You will become the expert who transforms the academic life of each child!

You will train with real cases, psychopedagogical tests, and updated tools, guided by specialists in neuroeducation.



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 equip education and psychopedagogy professionals with the most current and effective tools in the field of assessment. Throughout this academic journey, emphasis will be placed on theoretical models of learning difficulties, the use and interpretation of psychometric tests, the preparation of diagnostic reports, and collaboration with multidisciplinary teams. All of this will be complemented with case studies, digital resources, and strategies adapted to different school contexts. As a result, a direct and contextualized application of the knowledge acquired will be provided.



A close-up photograph of a hand pointing towards the left side of the frame. The hand is positioned over a white surface, likely a document or a screen. The background is a vibrant red, which is part of a large diagonal graphic element that splits the page. The lighting is soft, highlighting the texture of the skin and the surface it's pointing to.

“

This comprehensive syllabus includes the most up-to-date and rigorous content available on the market”

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 Facing 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. Learning Difficulties: Historical Approach, Conceptualization, Theories and Classification

- 2.1. Introduction
- 2.2. A Historical View of Learning Difficulties
 - 2.2.1. Foundation Stage
 - 2.2.2. Transition Stage
 - 2.2.3. Consolidation Stage
 - 2.2.4. Current Stage
- 2.3. Critical Vision of Its Conceptualization
 - 2.3.1. Criteria Applied for Its Definition
 - 2.3.1.1. Exclusion Criteria
 - 2.3.1.2. Discrepancy Criteria
 - 2.3.1.3. Specificity Criteria
 - 2.3.2. Some Definitions and Their Regularities
 - 2.3.3. Between Heterogeneity and Differentiation
 - 2.3.3.1. School Problems
 - 2.3.3.2. Low School Performance
 - 2.3.3.3. Specific Learning Difficulties

- 2.3.4. Learning Disorders vs. Learning Difficulties
 - 2.3.4.1. Learning Disorders
 - 2.3.4.1.1. Definition
 - 2.3.4.1.2. Characteristics
 - 2.3.4.2. Overlap of Disorders and Learning Difficulties that Complicate Understanding
 - 2.3.4.3. Difference Between Disorders and Learning Difficulties That Determine the Context of Application and Relevance
 - 2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
 - 2.3.4.4.1. Definition of Special Educational Needs
 - 2.3.4.4.2. SEN, Differences and Similarities to Learning Difficulties
- 2.4. Classification of Learning Difficulties
 - 2.4.1. International Classification Systems
 - 2.4.1.1. DSM-5
 - 2.4.1.2. ICD-10 (International Statistical Classification of Diseases and Related Health Problems)
 - 2.4.2. Classification of Learning Difficulties According to DSM-5
 - 2.4.3. Classification of Learning Difficulties According to ICD-10 (ICD-11 Currently Being Developed)
 - 2.4.4. Comparison of Classification Instruments
- 2.5. Mainly Theoretical Focus of Learning Difficulties
 - 2.5.1. Neurobiological or Organic Theories
 - 2.5.2. Theories of Cognitive Deficit Processes
 - 2.5.3. Psycholinguistic Theories
 - 2.5.4. Psychogenic Theories
 - 2.5.5. Environmentalist Theories
- 2.6. Causes of Learning Difficulties
 - 2.6.1. Personal or Intrinsic Factors
 - 2.6.1.1. Biological
 - 2.6.1.2. Psychogenic
 - 2.6.2. Contextual or Extrinsic Factors
 - 2.6.2.1. Environmental
 - 2.6.2.2. Institutional

- 2.7. Models for Attention to Learning Difficulties
 - 2.7.1. Models Focused on the Medical-Clinical Aspects
 - 2.7.2. Models Focused on Cognitive Processes
 - 2.7.3. Models Focused on Observable Deficits
 - 2.7.4. Models Focused on the Curriculum
 - 2.7.5. Educational Model of Comprehensive Education

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- 3.1. Introduction
- 3.2. Diagnosis and Its Distinctive Characteristics
 - 3.2.1. Definition
 - 3.2.2. Principles and Functions of the Diagnostic Process
 - 3.2.3. Characteristics of the Diagnosis
 - 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis
- 3.3. Particularities of the Evaluation Process
 - 3.3.1. Educational Evaluation
 - 3.3.2. Psychopedagogical Evaluation
- 3.4. Relationship Between Diagnosis and Evaluation
 - 3.4.1. Theoretical Controversy Between Both Concepts
 - 3.4.2. Complementary Nature of the Diagnostic and Evaluation Processes
- 3.5. The Diagnostic and Evaluation Process for Learning Difficulties
 - 3.5.1. Definitions
 - 3.5.1.1. Diagnosis and Its Particularities
 - 3.5.1.2. Assessment and Its Particularities
 - 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
 - 3.5.2.1. From a Qualitative Focus
 - 3.5.2.2. Based on Standardized Tests
 - 3.5.2.3. Comprehensive Educational Evaluation Focus
- 3.6. The Evaluation Team and the Way It's Formed From an Interdisciplinary Perspective
 - 3.6.1. Potential of the Evaluation Team's Composition
 - 3.6.2. Particularities of the Evaluation Team According to the Way It Works
 - 3.6.3. Role of Each Member of the Team in the Diagnostic Process





- 3.7. The Psychopedagogical Report as an Instrument for the Communication of Developmental Levels of Students with Learning Difficulties
 - 3.7.1. Dual Purpose of the Report
 - 3.7.1.1. In the Evaluation
 - 3.7.1.2. In the Care
 - 3.7.2. Essential Aspects Which Make Up Its Structure
 - 3.7.2.1. Personal Data
 - 3.7.2.2. Assessment Reason
 - 3.7.2.3. Information on the Development of the Child
 - 3.7.2.3.1. Personal Background
 - 3.7.2.3.2. Family Background
 - 3.7.2.3.3. Psychosocial Aspects
 - 3.7.2.3.4. School Aspects
 - 3.7.2.3.5. Techniques and Instruments of Applied Evaluation
 - 3.7.2.3.6. Analysis of the Results Obtained
 - 3.7.2.4. Conclusions
 - 3.7.2.5. Recommendations
 - 3.7.3. Particularities in the Way They Are Written
- 3.8. Activities for the Integration of Knowledge and Its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography

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Thanks to the experience of the teaching team and the integration of a flexible and dynamic methodology, this university program stands out as the ideal option for managing Learning Difficulties”

04

Teaching Objectives

This Postgraduate Certificate has been carefully designed to respond to the current challenges in the educational environment. In this sense, the program aims for much more than just an update of knowledge: it proposes a true transformation in the way psychopedagogical assessment is approached. Through a rigorous and applied approach, professionals will develop key skills to identify early warning signs, apply standardized tests, interpret results, and prepare scientifically grounded diagnostic reports. Additionally, it will promote the ability to select strategies tailored to each case, addressing cognitive, emotional, and contextual factors that impact academic performance.



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With this comprehensive training, you will be positioned to make a positive and lasting impact on the school life of students with learning difficulties”

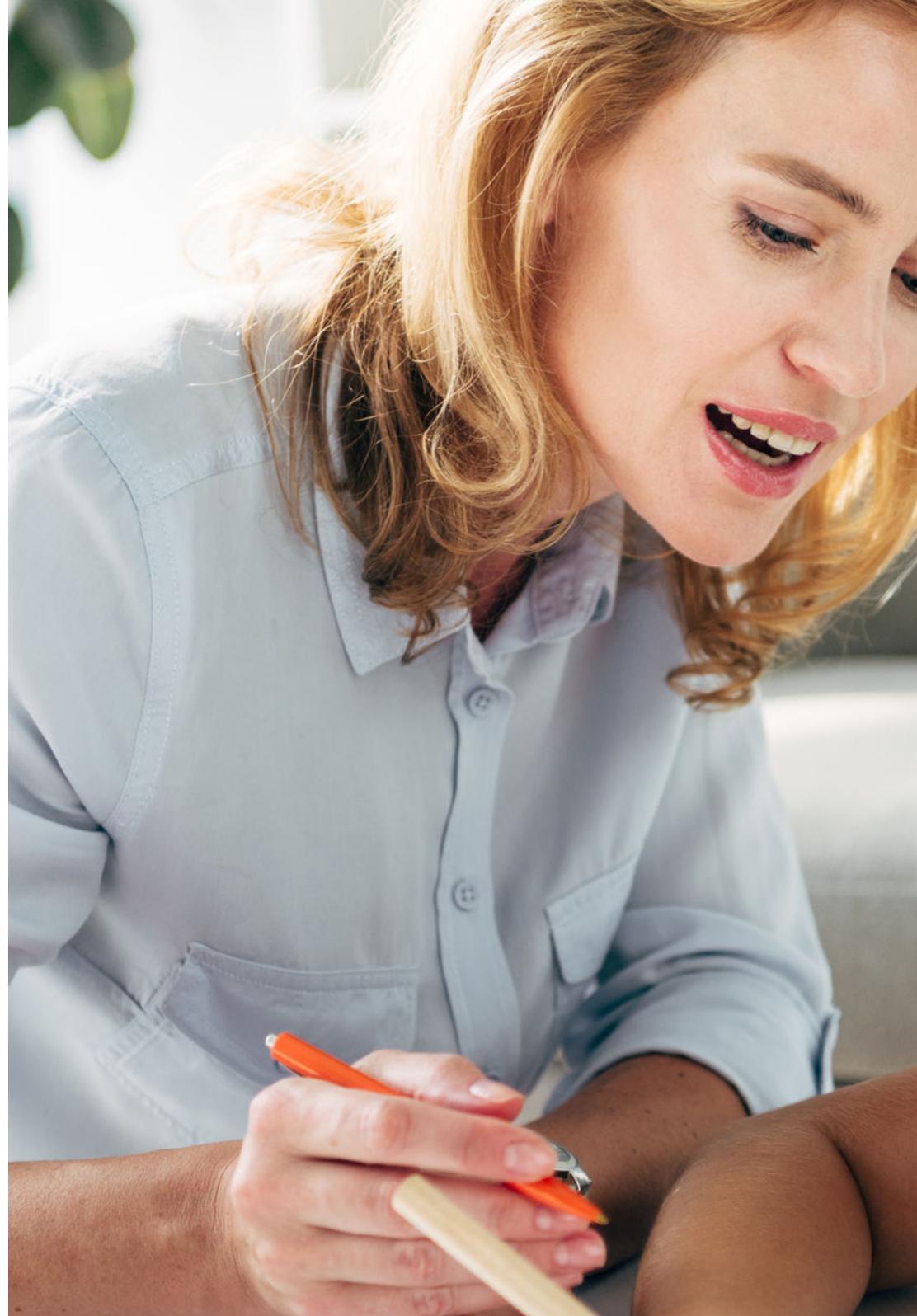


General Objectives

- ♦ 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



You will not only develop technical skills but also consolidate a professional profile that is more empathetic, proactive, and solution-oriented"





Specific Objectives

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

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

Module 2. Learning Difficulties: Historical Approach, Conceptualization, Theories and Classification

- ♦ Examine the historical evolution of learning difficulties and their main explanatory models
- ♦ Classify different types of learning difficulties based on their origin and manifestation

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- ♦ Apply updated diagnostic tools for the early detection of learning difficulties
- ♦ Design evaluation strategies adapted to the individual needs of students

05

Career Opportunities

This Postgraduate Certificate will open a wide range of highly sought-after job opportunities in the educational and clinical sectors. Thanks to the knowledge acquired, professionals will be able to work as educational counselors, psychopedagogical advisors, evaluators in psychopedagogical offices, or technicians in psychopedagogical intervention teams. Moreover, they will be able to collaborate in institutional support programs, lead processes for identifying specific educational needs, and actively participate in the development of individualized action plans, among other roles.





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You will stand out in selection processes, access new work environments, and actively contribute to building a more inclusive, fair, and effective education system”

Graduate Profile

The graduate will become a professional with a comprehensive vision, highly trained to tackle the challenges posed by diversity management in the educational environment. Thanks to specialized and up-to-date preparation, they will be able to accurately detect the specific needs of students, interpret diagnostic tests rigorously, and offer solutions tailored to each case. Moreover, this expert will have a solid theoretical and practical foundation that will allow them to intervene from an inclusive, collaborative, and results-oriented perspective.

TECH will offer you a specialization path with solid, real, and expanding career opportunities.

- ♦ **Critical and Analytical Thinking:** Interpret results from psychopedagogical assessments with scientific criteria and make evidence-based decisions
- ♦ **Effective Communication:** Implement both oral and written communication to interact clearly, empathetically, and professionally with teachers, families, and multidisciplinary teams
- ♦ **Teamwork:** Collaborate actively with other professionals in the educational and clinical fields in planning and implementing personalized interventions
- ♦ **Adaptability:** Respond flexibly to diverse educational contexts and the changing needs of students with learning difficulties





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

- 1. Educational Counselor in Schools:** Responsible for identifying the specific needs of students, administering screening tests, and proposing support measures tailored to the academic context.
- 2. Support Teacher for Inclusion:** Responsible for designing strategies adapted to students with learning difficulties, working closely with classroom teachers.
- 3. Psychopedagogue in Private Practice:** In charge of conducting diagnostic assessments, issuing technical reports, and advising families and teachers on the needs of the child or adolescent.
- 4. Pedagogical Advisor in Educational Publishers:** Designer of materials and resources adapted to students with learning difficulties, ensuring accessibility and understanding.
- 5. Diversity Support Technician in Public Institutions:** Collaborator in the creation and monitoring of individualized educational intervention plans within diversity support projects.
- 6. Psychopedagogical Evaluator in Associations or Foundations:** Responsible for conducting psychopedagogical assessments in vulnerable social contexts and collaborating on school and family support programs.
- 7. Trainer in Teacher Training Programs:** Responsible for delivering workshops and courses to educators on the detection and management of learning difficulties in the classroom.
- 8. Collaborator in Educational Research Projects:** Responsible for supporting data collection, result analysis, and proposal development in studies related to academic performance and educational inclusion.

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.



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

The student: the priority of all TECH programs

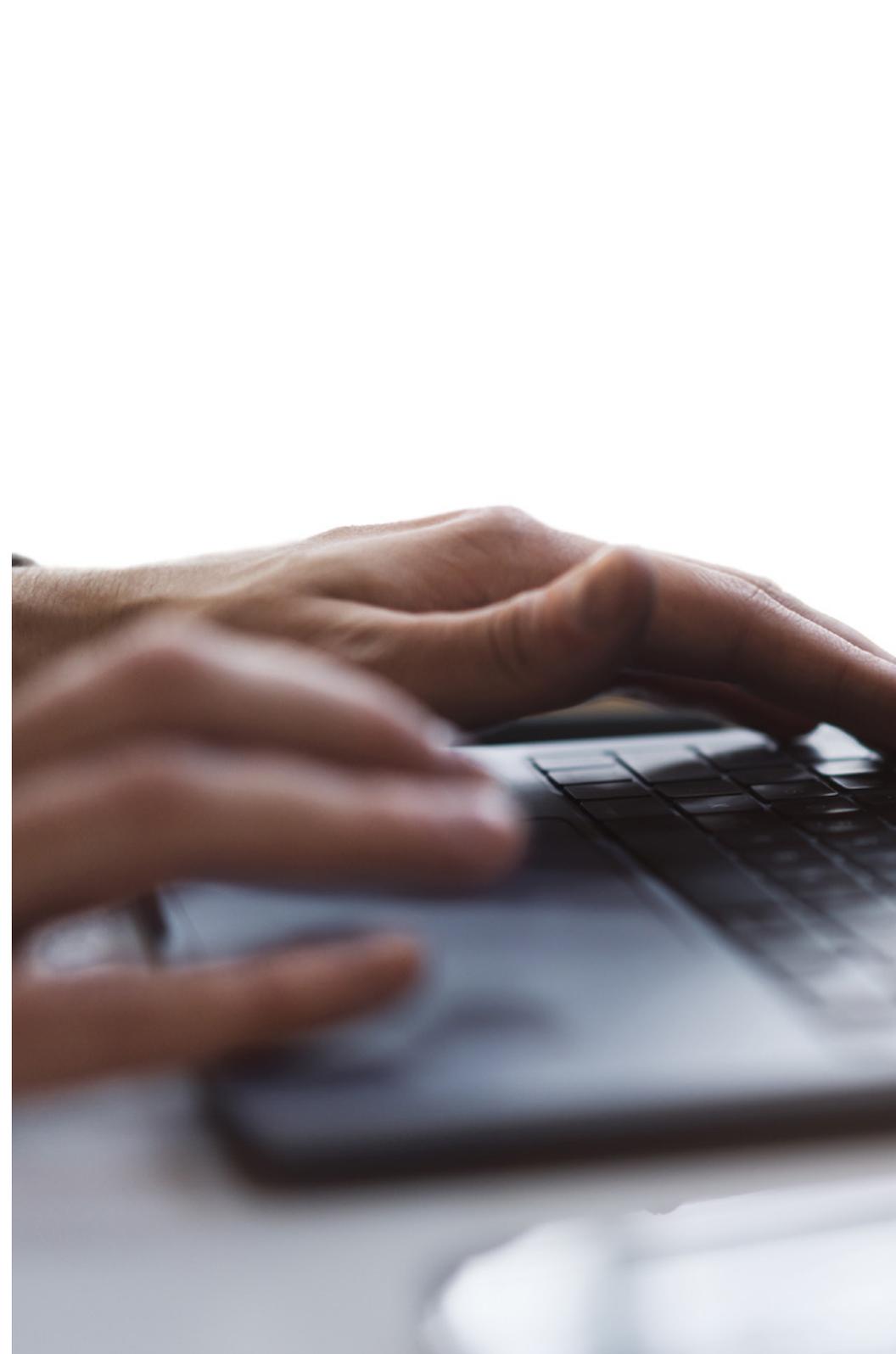
In TECH's study methodology, the student is the main protagonist.

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

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

“

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



The most comprehensive study plans at the international level

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

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

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

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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.

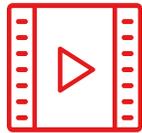
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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.

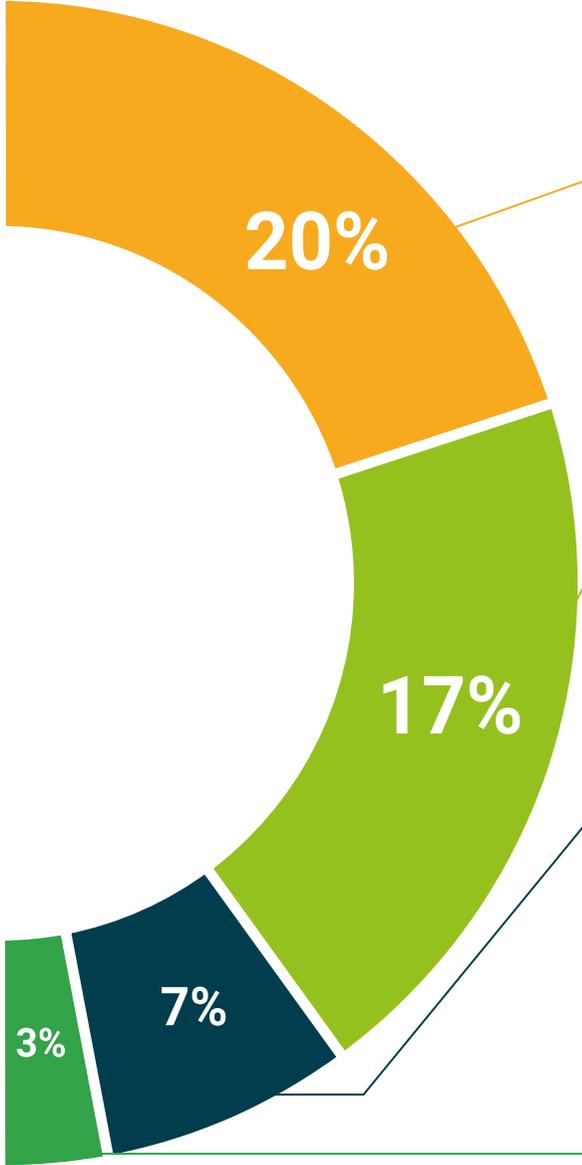
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 main pillars of this Postgraduate Certificate in Assessment of Learning Difficulties is undoubtedly its faculty. For this reason, TECH has assembled a team of professionals with a solid background in both academic and practical psychopedagogical assessment. Thanks to this combination, graduates will not only access updated and rigorous content but also gain direct experience from those who apply this knowledge daily in schools, private practices, clinical units, or educational intervention projects.



“

The faculty becomes a source of inspiration and a reference for those who wish to make a difference in the field of psychopedagogical assessment”

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

This Postgraduate Diploma in Assessment of 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 Assessment of 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

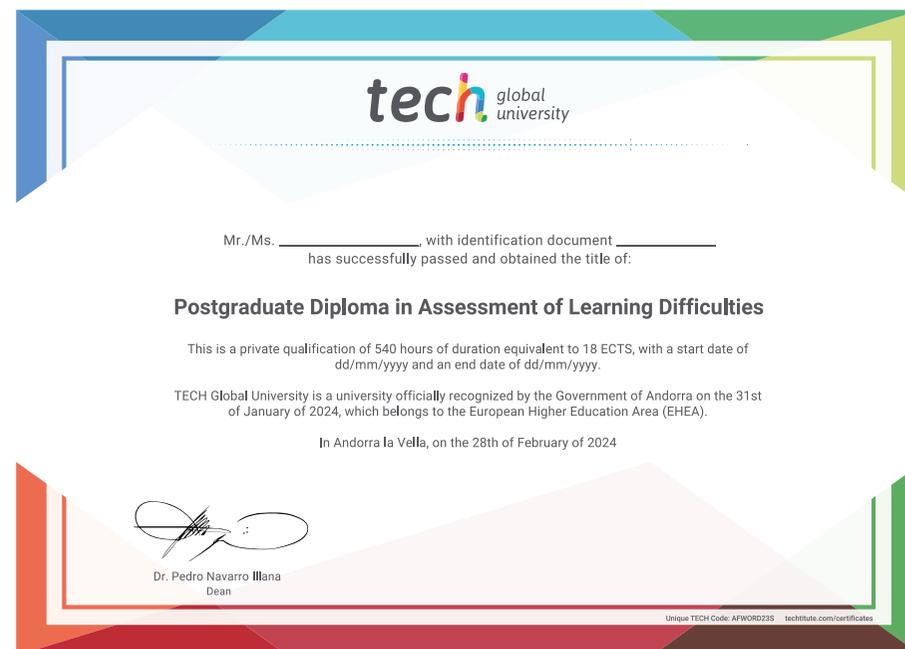


Title: **Postgraduate Diploma in Learning Difficulties Assessment**

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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom

tech global
university

**Postgraduate Diploma
Assessment of
Learning Difficulties**

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

Postgraduate Diploma Assessment of Learning Difficulties

Accreditation/Membership

