Postgraduate Diploma

Psychology and Language Development

tech global university

tech global university

Postgraduate Diploma

Psychology and Language Development

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

Website: **www.techtitute.com/pt/medicine/postgraduate-diploma/postgraduate-diploma-psychology-language-development**

Index

01 Introduction to the Program — p. 4

02 Why Study at TECH? — p. 8

03 Syllabus — p. 12

04 Teaching Objectives — p. 24

05 Career Opportunities — p. 28

06 Study Methodology — p. 32

07 Certificate — p. 42

01

Introduction to the Program

Language development is a complex process involving the interaction of biological, cognitive and social factors. During the first three years of life, the brain undergoes significant growth, this being the most intensive period for the acquisition of language skills. Therefore, constant exposure to an environment rich in linguistic stimuli is essential for optimal development. However, developmental language disorders are common, affecting approximately 1 in 14 preschool children. In this context, TECH has created a comprehensive, fully online program that adapts flexibly to the personal and professional schedules of graduates, based on the innovative Relearning methodology pioneered by this institution.

Thanks to this 100% online program, you will gain theoretical and practical tools to understand how language evolves throughout childhood and adolescence, through a holistic approach"

Language development is a crucial process during childhood. In fact, recent research has revealed that the brain structure of children predisposed to language disorders, such as dyslexia, shows significant differences, affecting key areas involved in speech production and comprehension.

This is how this program was born—designed to train professionals to evaluate the stages of language development in childhood and adolescence, enabling them to detect possible disorders early and facilitate a more accurate diagnosis. In addition, it will encourage critical reflection on current research in the field, applying evidence-based solutions to optimize the treatment of language disorders in clinical settings.

Likewise, it will delve into the neuropsychological mechanisms underlying language processing and comprehension. In this sense, the development and acquisition of language will be examined from its earliest stages to maturity, analyzing the most recent theories and approaches in the neuroscience of language.

Finally, it will address disorders related to reading, writing, and learning, equipping professionals with the tools to recognize and diagnose language and communication disorders, including issues with speech, voice, and non-verbal oral functions. It will also focus on the ability to intervene effectively in various contexts, whether in the family, school, or clinical environment, as well as on the creation of personalized speech therapy interventions.

In this way, TECH has developed a comprehensive 100% online program, with high-quality academic materials and resources accessible from any electronic device with an internet connection. This will eliminate issues such as the need to travel to a physical location or adhere to fixed schedules. Additionally, it will use the revolutionary Relearning methodology, which is based on the continuous repetition of key concepts to ensure an effective and natural understanding of the content.

This **Postgraduate Diploma in Psychology and Language Development** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- The development of case studies presented by experts in Medicine and Speech Therapy
- 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
- Special emphasis on innovative methodologies in Psychology and Language Development
- 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

You will acquire essential knowledge about how language disorders can manifest themselves, facilitating the early identification and proper diagnosis of various conditions. What are you waiting for to enroll?"

You will be qualified to design, program and assess speech therapy treatments using the appropriate techniques and resources, with the aim of improving the quality of life of your patients and supporting their integration into society"

You will acquire skills to recognize and diagnose disorders related to literacy and learning, as well as problems with speech, voice and non-verbal oral functions.

You will delve into the neuropsychological mechanisms underlying language processing, analyzing its development from the earliest stages to maturity.

The teaching staff includes professionals belonging to the fields of Medicine and Speech Therapy, who contribute their work experience to this program, as well as renowned specialists from reference 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.

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 has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

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

The best top international faculty

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

The world's largest online university

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

The 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.

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 official online university of the NBA

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

Leaders in employability

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

Google Premier Partner

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

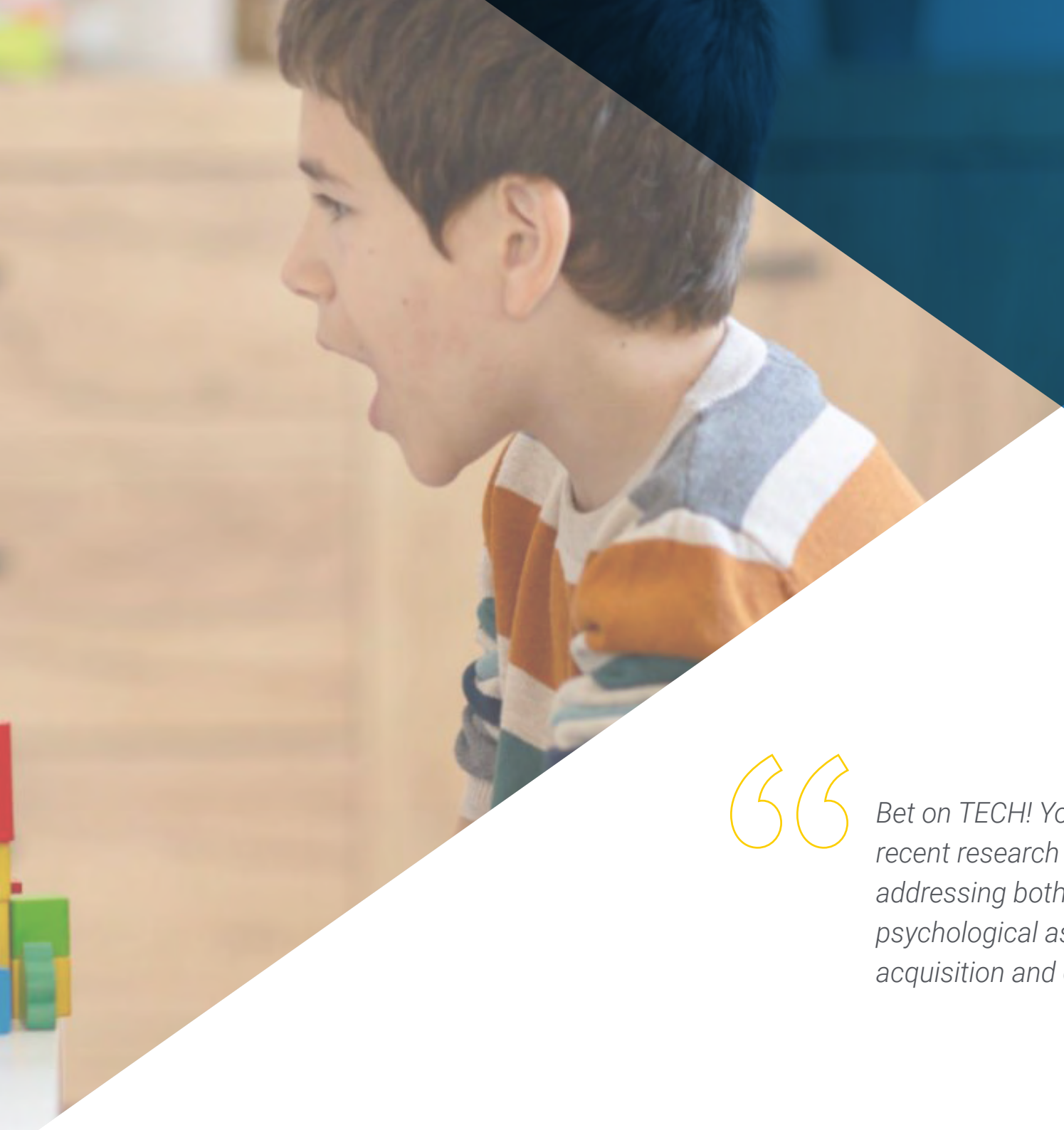
The top-rated university by its students

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

03

Syllabus

The syllabus will analyze both the theoretical bases and the practical applications in the evaluation and treatment of Language Disorders. Likewise, a complete education will be offered on the evolutionary process of language, from its first stages to its maturity, including neuropsychological aspects and the latest scientific research on the subject. In addition, Disorders of Language, Speech and Literacy will be addressed, with an emphasis on early identification and early intervention. As such, professionals will be able to apply specific diagnostic and evaluation techniques, adapted to different contexts.



Bet on TECH! You will delve into the most recent research on language processing, addressing both the neurological and psychological aspects of linguistic acquisition and comprehension"

Module 1. Developmental Psychology

1.1. Introduction to the Fundamental Theories and Approaches
- 1.1.1. Main Theories of Human Development (Psychoanalytic, Cognitive, Behavioral, Humanistic)
  - 1.1.1.1. Freud's Psychoanalytic Theory: Psychosexual Stages and their Impact on Development
  - 1.1.1.2. Piaget's Cognitive Theory: Stages of Cognitive Development
  - 1.1.1.3. Bandura's Social Learning Theory: Modeling and Observational Learning
- 1.1.2. Evolutionary Approaches: Continuities and Discontinuities in Development
  - 1.1.2.1. Theory of Continuity of Development: Gradual Changes Throughout Life
  - 1.1.2.2. Theory of Discontinuity of Development: Abrupt Changes in Different Stages
  - 1.1.2.3. Factors Influencing Continuities and Discontinuities of Development
- 1.1.3. Piaget's Cognitive Theory
  - 1.1.3.1. Stages of Cognitive Development: Sensorimotor, Preoperational, Concrete Operational and Formal Operational
  - 1.1.3.2. Fundamental Cognitive Processes: The Notions of Assimilation and Accommodation
  - 1.1.3.3. Key Experiments Showing the Different Stages
- 1.1.4. Erikson's Psychosocial Theory: An Overview of the Eight Stages of Development
  - 1.1.4.1. Trust vs. Distrust: The Initial Development of a Sense of Security
  - 1.1.4.2. Autonomy vs. Shame and Doubt: The Construction of Independence
  - 1.1.4.3. Identity vs. Role Confusion: The Crisis of Adolescence

1.2. Prenatal Development and Conception
- 1.2.1. Stages of Prenatal Development: Germinal, Embryonic and Fetal
  - 1.2.1.1. Germinal Stage: Cell Division and Implantation in the Uterus
  - 1.2.1.2. Embryonic Stage: Formation of the Main Organs
  - 1.2.1.3. Fetal Stage: The Growth and Maturation of Systems
- 1.2.2. Genetic Factors and Their Influence on Development
  - 1.2.2.1. Genetics and Inheritance: Chromosomes and the Transmission of Traits
  - 1.2.2.2. Genetic Mutations: Their Impact on Prenatal Development
  - 1.2.2.3. Common Genetic Diseases and their Influence on Fetal Development

1.2.3. Effects of Teratogenic and Environmental Agents in Pregnancy
1.2.3.1. Effects of Alcohol and Drugs during Pregnancy
1.2.3.2. The Impact of Maternal Stress on Prenatal Development
1.2.3.3. Nutrition and the Effects of Nutritional Deficiencies
1.2.4. Childbirth, the Postpartum Period and the Neonatal Stage
1.2.4.1. Types of Childbirth: Natural, Caesarean and Assisted
1.2.4.2. The Baby's Adaptation to the Extrauterine Environment: The First Days
1.2.4.3. The Importance of Skin-to-Skin Contact After Birth
1.3. Early Childhood Development (0 to 3 years)
1.3.1. Motor Development: Milestones and Progression
1.3.1.1. Gross Motor Development: Head and Neck Control
1.3.1.2. Fine Motor Development: Object Manipulation
1.3.1.3. Gait and Postural Control: Walking and its Impact on Development
1.3.2. Cognitive Development According to Piaget (Sensorimotor Stage)
1.3.2.1. Initial Reflections and Behavioural Patterns
1.3.2.2. Object Permanence: The Understanding that Objects Continue to Exist
1.3.2.3. Development of Symbolic Thought and Mental Representation
1.3.3. Attachment and Emotional Bonds with Caregivers
1.3.3.1. Types of Attachment: Secure, Insecure-Avoidant and Insecure-Ambivalent
1.3.3.2. The Role of the Mother Figure in Emotional Development
1.3.3.3. Influence of Attachment on Future Social Relationships
1.3.4. Erikson's First Two Stages
1.3.4.1. Basic Trust versus Mistrust (0-18 Months)
1.3.4.2. Autonomy versus Shame and Doubt (18 Months to 3 Years)
1.3.4.3. The Influence of the Environment on the Development of Trust and Autonomy
1.4. Development of Middle Childhood (3 to 5 years)
1.4.1. Advances in Fine and Gross Motor Skills
1.4.1.1. Development of Balance and Coordination in Play
1.4.1.2. Fine Motor Skills: Use of Utensils and Handwriting Control
1.4.1.3. Participation in Sports and Physical Activities

1.4.2. Development of Pre-Operational Thought According to Piaget
1.4.2.1. Symbolic Thought and Egocentrism
1.4.2.2. Intuitive Thought: the Difficulty in Understanding Conservation
1.4.2.3. The Role of Language in the Development of Thought
1.4.3. Play and its Importance in Social and Emotional Development
1.4.3.1. Symbolic Play and its Relationship with Creativity
1.4.3.2. Cooperative Play and Interaction with Other Children
1.4.3.3. Play and Emotional Expression in Middle Childhood
1.4.4. Erikson's Stage: Initiative versus Guilt
1.4.4.1. The Importance of Decision Making in Autonomous Development
1.4.4.2. The Influence of Failure and Punishment on Guilt
1.4.4.3. The Role of Caregivers in Promoting Initiative
1.5. Late Childhood Development (6 to 12 years)
1.5.1. Physical Development: Growth and Motor Skills
1.5.1.1. Increase in Physical Strength and Motor Dexterity
1.5.1.2. Coordination of Movements and Precision in Physical Activities
1.5.1.3. Changes in Body Composition: From Prepubescent to Growing Children
1.5.2. Concrete Operational Thinking and Cognitive Development
1.5.2.1. Understanding Conservation: Number, Mass, Volume
1.5.2.2. Ability to Classify and Group Objects
1.5.2.3. Logical Thinking and Problem Solving
1.5.3. Social Relationships: Friendships and Acceptance in the Group
1.5.3.1. The Concept of Friendship in Late Childhood
1.5.3.2. The Influence of the Group on Social Development
1.5.3.3. Social Competence and Acceptance in the Peer Group
1.5.4. Erikson's Stage: Industry Versus Inferiority
1.5.4.1. The Sense of Competence and the Acquisition of Skills
1.5.4.2. The Influence of Failure on the Perception of Inferiority
1.5.4.3. The Role of Educators and Family Members in the Promotion of Industriousness
1.6. Puberty and Adolescence
1.6.1. Physical Changes: Pubertal Development and Sexuality
1.6.1.1. Hormonal Changes and Their Physical Effects
1.6.1.2. Development of Secondary Sexual Characteristics
1.6.1.3. Sexuality and Romantic Relationships During Adolescence
1.6.2. Cognitive Development: Formal Operational Thought According to Piaget
1.6.2.1. Abstract Thought and the Capacity to Hypothesize
1.6.2.2. Decision Making and Long-Term Planning
1.6.2.3. Development of Moral Reasoning and Ethical Reflection
1.6.3. Identity and the Formation of Self-Concept
1.6.3.1. The Search for Identity: Family and Social Influences
1.6.3.2. The Impact of the Media on the Construction of Self-Concept
1.6.3.3. Identity Crisis and the Questioning of Social Roles
1.6.4. Erikson's Stage: Identity Versus Role Confusion
1.6.4.1. Exploration of Different Social and Personal Roles
1.6.4.2. The Influence of the Environment on Identity Formation
1.6.4.3. Overcoming Role Confusion Through Experience
1.7. Development in Young Adulthood
1.7.1. Physical Development: Peak Performance and the First Signs of Aging
1.7.1.1. The Peak of Strength and Physical Endurance
1.7.1.2. Adaptation to the First Signs of Aging (Wrinkles, Loss of Elasticity)
1.7.1.3. The Role of Physical Activity in Preventing Premature Aging
1.7.2. Cognitive Development in Young Adulthood
1.7.2.1. Fluid Intelligence: Solving New and Adaptive Problems
1.7.2.2. Crystallized Intelligence: Accumulated Knowledge and Experience
1.7.2.3. The Impact of Stress and Motivation on Cognitive Performance
1.7.3. Sexuality and Family Formation
1.7.3.1. The Formation of Romantic Relationships and Their Impact on Emotional Well-Being
1.7.3.2. The Choice of Partner and the Factors that Influence Relationship Stability
1.7.3.3. The Transition to Family Life: Raising Children

1.7.4. Erikson's Stage: Intimacy versus Isolation
1.7.4.1. The Ability to Form Deep and Close Relationships
1.7.4.2. The Impact of Loneliness on Emotional and Social Health
1.7.4.3. How Sexuality Contributes to the Development of a Sense of Identity
1.8. Development in Middle Adulthood
1.8.1. Physical Changes: Menopause, Andropause and General Health
1.8.1.1. The Hormonal Effects of Menopause in Women
1.8.1.2. The Physical Changes Associated with Andropause in Men
1.8.1.3. The Importance of Maintaining Balanced General Health in Middle Adulthood
1.8.2. Reassessment of Goals and "Midlife Crisis"
1.8.2.1. Reflection on Personal and Professional Achievements
1.8.2.2. The Challenge of the "Midlife Crisis" and its Psychological Effects
1.8.2.3. The Role of Work and Family in Reevaluating Goals
1.8.3. Development of Crystallized Intelligence and Practical Skills
1.8.3.1. The Accumulation of Experience and Technical Skills
1.8.3.2. The Importance of Emotional Intelligence in Problem Solving
1.8.3.3. The Relevance of Practical Wisdom in Decision Making
1.8.4. Erikson's Stage: Intimacy versus Stagnation
1.8.4.1. The Importance of Contributing to the Well-being of Others
1.8.4.2. The Sense of Accomplishment and the Legacy Left Behind
1.8.4.3. The Risk of Stagnation When a Significant Difference Is Not Felt to Have Been Made
1.9. Development in Late Adulthood
1.9.1. Physical Changes and Adaptation to Limitations
1.9.1.1. The Challenges of Aging: Loss of Agility and Mobility
1.9.1.2. The Importance of Medical Interventions and Exercise in Old Age
1.9.1.3. How Older Adults Adapt to Physical Limitations
1.9.2. Cognition in Old Age: Memory, Attention, and Thought
1.9.2.1. Changes in Memory and the Capacity to Retain Information
1.9.2.2. The Decline in Selective Attention and Concentration
1.9.2.3. The Impact of Cognitive Stimulation on Cognition in Old Age
1.9.3. Emotional Adjustment and the Search for Meaning in Life
1.9.3.1. The Importance of Finding Purpose and Meaning in Life
1.9.3.2. Managing Complex Emotions, Such as Sadness and Nostalgia
1.9.3.3. Coping with Mortality and Accepting Aging
1.9.4. Erikson's Stage: Integrity Versus Despair
1.9.4.1. Reflection on Life and the Achievement of Inner Peace
1.9.4.2. The Struggle against Despair over Unachieved Goals
1.9.4.3. The Impact of Family and Friends on the Perception of Integrity
1.10. Final Stage of Life, Death and Mourning
1.10.1. The Final Stage of Life: Biological Changes and Types of Death (Clinical, Brain Death, Social Death)
1.10.1.1. The Biology of Death: Physiological Processes at the End of Life
1.10.1.2. Clinical Death and Brain Death: Differences and Meanings
1.10.1.3. Social Death and the Role of Society in the Dying Process
1.10.2. Facing Mortality: Attitudes Towards Death
1.10.2.1. Cultural Attitudes Towards Death in Different Societies
1.10.2.2. The Fear of Death and its Psychological Effects
1.10.2.3. Acceptance of Death as a Natural Part of Life
1.10.3. Palliative Care and Quality of Life in the Terminal Stage
1.10.3.1. The Objective of Palliative Care: Alleviating Suffering
1.10.3.2. The Role of Health Professionals in End-of-Life Care
1.10.3.3. How to Improve Quality of Life During the Terminal Stage
1.10.4. Final Reflection Based on Erikson's Theory: Integrity and Closure
1.10.4.1. The Importance of Accepting Death to Achieve Integrity
1.10.4.2. Closure: Conflict Resolution and Inner Peace
1.10.4.3. The Connection Between Personal Legacy and Acceptance of Death

Module 2. Psychology of Language

2.1. Neurobiological Basis Involved in Language
- 2.1.1. Introduction
- 2.1.2. Language Definitions
- 2.1.3. Historical Background
- 2.1.4. Summary
- 2.1.5. Bibliographical References

2.2. Language Development
- 2.2.1. Introduction
- 2.2.2. Appearance of Language
- 2.2.3. Acquisition of Language
- 2.2.4. Summary
- 2.2.5. Bibliographical References

2.3. Neuropsychological Approaches to Language
- 2.3.1. Introduction
- 2.3.2. Brain Processes of Language
- 2.3.3. Brain Areas Involved
- 2.3.4. Neurolinguistic Processes
- 2.3.5. Brain Centers Involved in Comprehension
- 2.3.6. Summary
- 2.3.7. Bibliographical References

2.4. Neuropsychology of Language Comprehension
- 2.4.1. Introduction
- 2.4.2. Brain Areas Involved in Comprehension
- 2.4.3. Sounds
- 2.4.4. Syntactic Structures for Linguistic Comprehension
- 2.4.5. Semantic Processes and Meaningful Learning
- 2.4.6. Reading Comprehension
- 2.4.7. Summary
- 2.4.8. Bibliographical References

2.5. Communication Through Language
- 2.5.1. Introduction
- 2.5.2. Language as a Tool for Communication
- 2.5.3. Evolution of Language
- 2.5.4. Social Communication
- 2.5.5. Summary
- 2.5.6. Bibliographical References

2.6. Language Disorders
- 2.6.1. Introduction
- 2.6.2. Speech and Language Disorders
- 2.6.3. Professionals Involved in the Treatment
- 2.6.4. Classroom Implications
- 2.6.5. Summary
- 2.6.6. Bibliographical References

2.7. Aphasia
- 2.7.1. Introduction
- 2.7.2. Types of Aphasia
- 2.7.3. Diagnosis
- 2.7.4. Assessment
- 2.7.5. Summary
- 2.7.6. Bibliographical References

2.8. Language Stimulation
- 2.8.1. Introduction
- 2.8.2. Importance of Language Stimulation
- 2.8.3. Phonetic-Phonological Stimulation
- 2.8.4. Lexical-Semantic Stimulation
- 2.8.5. Morphosyntactic Stimulation
- 2.8.6. Pragmatic Stimulation
- 2.8.7. Summary
- 2.8.8. Bibliographical References

2.9. Reading and Writing Disorders
- 2.9.1. Introduction
- 2.9.2. Delayed Reading
- 2.9.3. Dyslexia
- 2.9.4. Dysorthographia
- 2.9.5. Dysgraphia
- 2.9.6. Treatment of Reading and Writing Disorders
- 2.9.7. Summary
- 2.9.8. Bibliographical References

2.10. Evaluation and Diagnosis of Language Difficulties
- 2.10.1. Introduction
- 2.10.2. Language Assessment
- 2.10.3. Language Assessment Procedures
- 2.10.4. Psychological Tests for Assessing Language
- 2.10.5. Summary
- 2.10.6. Bibliographical References

2.11. Intervention in Language Disorders
- 2.11.1. Introduction
- 2.11.2. Implementation of Improvement Programs
- 2.11.3. Improvement Programs
- 2.11.4. Improvement Programs Using New Technologies
- 2.11.5. Summary
- 2.11.6. Bibliographical References

2.12. Incidence of Language Difficulties on Academic Performance
- 2.12.1. Introduction
- 2.12.2. Linguistic Processes
- 2.12.3. Incidence of Language Disorders
- 2.12.4. Relationship Between Hearing and Language
- 2.12.5. Summary
- 2.12.6. Bibliographical References

2.13. Guidance for Parents and Teachers
- 2.13.1. Introduction
- 2.13.2. Language Stimulation
- 2.13.3. Reading Stimulation
- 2.13.4. Summary
- 2.13.5. Bibliographical References

Module 3. Learning Disorders: Literacy

3.1. Principles for Learning Literacy and Mathematics
- 3.1.1. Definition of Literacy and Numeracy
  - 3.1.1.1. Key Components of Literacy (Reading and Writing)
  - 3.1.1.2. Fundamental Components of Numeracy: Basic Operations and Initial Mathematical Concepts
- 3.1.2. Objectives of Learning Literacy and Numeracy in Childhood
  - 3.1.2.1. Development of Basic Literacy Skills in Childhood
  - 3.1.2.2. Introduction to the Concept of Numbers and Mathematical Operations
  - 3.1.2.3. Fostering Logical Thinking through Literacy and Mathematics
- 3.1.3. The Importance of Language in the Development of Mathematics
  - 3.1.3.1. The Role of Verbal Language in Mathematical Thinking
- 3.1.4. Connection Between Linguistic Abilities and Mathematical Abilities
  - 3.1.4.1. Relationship Between Reading Comprehension and Solving Mathematical Problems
  - 3.1.4.2. The Impact of Written Expression on the Resolution of Mathematical Problems
  - 3.1.4.3. Link between Following Instructions and Success in Mathematical Activities
- 3.1.5. Cognitive Development in Literacy and Numeracy
  - 3.1.5.1. Stages of Cognitive Development in Literacy
  - 3.1.5.2. Stages of Cognitive Development in Numeracy

3.2. Neurological Basis of Literacy and Numeracy
- 3.2.1. The Brain and its Cognitive Functions in Literacy
  - 3.2.1.1. Brain Areas Involved in Literacy Processing
  - 3.2.1.2. Cognitive Processing of Literacy
- 3.2.2. Neuroplasticity and its Impact on Learning to Read and Write
  - 3.2.2.1. The Concept of Neuroplasticity in the Context of Learning
  - 3.2.2.2. Pedagogical Strategies to Promote Neuroplasticity in School Learning
- 3.2.3. Brain Areas Involved in Mathematical Thinking
  - 3.2.3.1. Cortical Areas Involved in Numerical Processing and Mathematical Operations
  - 3.2.3.2. Interaction Between Brain Areas in Mathematical Reasoning
  - 3.2.3.3. Cognitive Processing of Mathematical Calculation

3.3. Individual Development and Learning Capacity for Literacy and Numeracy: Biological and Environmental Factors
- 3.3.1. The Role of Genetics in Learning Literacy and Mathematics
  - 3.3.1.1. Influence of Genetic Factors on the Development of Academic Skills
  - 3.3.1.2. Genetic Disorders Affecting Reading, Writing and Arithmetic (e.g. Dyslexia and Dyscalculia)
  - 3.3.1.3. Inheritance and Predisposition to Learning Difficulties
- 3.3.2. Environmental Factors: Home, School and Culture
  - 3.3.2.1. Influence of the Family Environment on Child Learning
  - 3.3.2.2. The Impact of the School Environment and the Curriculum on the Development of Linguistic and Mathematical Skills
- 3.3.3. Influence of Socioeconomic Factors on Academic Performance
  - 3.3.3.1. Effects of Poverty on Access to Educational Resources and Family Support
  - 3.3.3.2. Inequalities in Academic Performance due to Socioeconomic Factors
- 3.3.4. Early Stimulation in the Development of Academic Skills
  - 3.3.4.1. The Impact of Early Stimulation on Literacy and Numeracy
  - 3.3.4.2. Strategies for Cognitive Stimulation in the Early Years

3.4. Individual Development and Learning Capacity for Literacy and Numeracy: Psychological Factors
- 3.4.1. Psychological Theories of Cognitive Development in Childhood
  - 3.4.1.1. Piagets Theory
  - 3.4.1.2. Vygotsky's Sociocultural Theory
  - 3.4.1.3. Gardner's Theory of Multiple Intelligences
- 3.4.2. Motivation and its Impact on Learning of Literacy and Numeracy
  - 3.4.2.1. The Theories of Motivation in the Context of Academic Learning
  - 3.4.2.2. Factors Affecting Motivation
  - 3.4.2.3. Teaching Strategies to Increase Motivation in Students with Difficulties
- 3.4.3. The Role of Impulsivity in School Learning
  - 3.4.3.1. Impulsivity as a Barrier in the Reading and Arithmetic Process
  - 3.4.3.2. Relationship Between Impulsivity and Errors in Text Comprehension
  - 3.4.3.3. Strategies for Managing Impulsivity in the Classroom
- 3.4.4. The Influence of Self-Esteem on Academic Performance
  - 3.4.4.1. The Relationship Between Self-Esteem and Academic Success in Literacy and Numeracy
  - 3.4.4.2. Factors Affecting Self-Esteem in Children with Learning Difficulties
  - 3.4.4.3. Interventions to Improve Self-Esteem in Students with Difficulties

3.5. Theoretical Models in the Acquisition of Literacy
- 3.5.1. Cognitive Models and their Application in the Teaching of Literacy
  - 3.5.1.1. The Information Processing Model in Literacy
  - 3.5.1.2. Application of Cognitive Models to Improve Reading Comprehension
  - 3.5.1.3. Teaching Strategies Based on Cognitive Models
- 3.5.2. Theory of Parallel Processing and its Relationship with Literacy
  - 3.5.2.1. Fundamentals of Parallel Processing Theory
  - 3.5.2.2. Applications of Parallel Processing Theory in Literacy
- 3.5.3. Serial and Interactive Models in Literacy Learning
  - 3.5.3.1. Differences between Serial and Interactive Models
  - 3.5.3.2. Application of these Models in the Teaching of Reading and Writing
- 3.5.4. Connectionist Models and their Application in the Teaching of Literacy
  - 3.5.4.1. Basic Principles of Connectionist Models
  - 3.5.4.2. How Connectionist Models Facilitate the Acquisition of Literacy

3.6. Variables that Influence Literacy
- 3.6.1. The Importance of Frequency in the Acquisition of Literacy
  - 3.6.1.1. The Role of Repetition in Learning Words and Sounds
  - 3.6.1.2. How the Frequency of Exposure to Words Improves Reading Comprehension
  - 3.6.1.3. Strategies for Increasing the Frequency of Reading Practice
- 3.6.2. The Impact of the Order of Word Acquisition on Learning
  - 3.6.2.1. Theories on the Natural Order of Word Acquisition
  - 3.6.2.2. The Impact of Order on Vocabulary Building and Comprehension
  - 3.6.2.3. Speech Therapy Applications to Improve Reading Acquisition
- 3.6.3. Linguistic Factors: Familiarity, Length, Imaginability and Syllabic Frequency
  - 3.6.3.1. Familiarity of Words
  - 3.6.3.2. The Effect of Word Length and Complexity on Comprehension
  - 3.6.3.3. Relationship between the Imaginability of Words and their Comprehension
- 3.6.4. Relationship between Literacy Variables and Academic Performance
  - 3.6.4.1. Reading Proficiency and Success in Other Academic Subjects
  - 3.6.4.2. Literacy Skills Related to Performance in Mathematics
  - 3.6.4.3. Strategies to Improve Academic Performance through Literacy
- 3.6.5. Practical Applications of Determining Variables in the Classroom
  - 3.6.5.1. Teaching Activities Based on Word Frequency and Familiarity
  - 3.6.5.2. Strategies to Improve Comprehension of Long and Complex Texts
  - 3.6.5.3. Strategies to Enhance Learning of High Syllable Frequency Words

3.7. Dyslexia and Reading Delay
- 3.7.1. Definition of Dyslexia and Reading Delay
  - 3.7.1.1. Differences between Dyslexia and Reading Delay
  - 3.7.1.2. Common Characteristics of Dyslexia and Reading Delay
  - 3.7.1.3. Causes and Initial Manifestations of Both Disorders
- 3.7.2. Causes and Risk Factors for the Development of Dyslexia
  - 3.7.2.1. Genetic and Hereditary Factors
  - 3.7.2.2. The Influence of the Prenatal Environment
  - 3.7.2.3. Neurobiological Factors
- 3.7.3. Characteristics of Dyslexia
  - 3.7.3.1. Common Reading Errors
  - 3.7.3.2. Phonological Awareness and Dyslexia
  - 3.7.3.3. Word Identification and Reading Comprehension
- 3.7.4. Strategies for Early Intervention in Dyslexia
  - 3.7.4.1. Strategies to Improve Word Recognition
  - 3.7.4.2. Methods to Improve Reading Fluency
  - 3.7.4.3. Strategies to Improve Reading Comprehension
- 3.7.5. Diagnosis and Evaluation of Dyslexia
  - 3.7.5.1. Diagnostic Methods for Dyslexia
  - 3.7.5.2. The Importance of Early Assessment
  - 3.7.5.3. Multidisciplinary Assessment: Psychologists, Speech Therapists and Pedagogues in Diagnosis

3.8. Dysgraphia and Dysorthographia
- 3.8.1. Definition of Dysgraphia and Dysorthographia
  - 3.8.1.1. Differences between Dysgraphia and Dysorthographia
  - 3.8.1.2. Typical Manifestations of Dysgraphia and Dysorthographia
  - 3.8.1.3. Relationship between Dysgraphia and Dysorthographia
  - 3.8.1.4. Neurological Causes
- 3.8.2. Classification of Central Dysgraphias
  - 3.8.2.1. Types of Dysgraphia: Phonological, Surface and Deep
  - 3.8.2.2. Neurological Causes of Central Dysgraphia
  - 3.8.2.3. Characteristics of Writing in Central Dysgraphia
- 3.8.3. Peripheral Dysgraphia: Motor Dysgraphia (Dysorthographia)
  - 3.8.3.1. Definition of Motor Dysgraphia and its Characteristics
  - 3.8.3.2. The Relationship Between Fine Motor Control and Difficulties in Writing
  - 3.8.3.3. Characteristics of Dysorthography
- 3.8.4. Assessment of Dysgraphia
  - 3.8.4.1. Diagnostic Tools for the Assessment of Dysgraphia
  - 3.8.4.2. Methods of Observation and Written Assessment in Diagnosis
- 3.8.5. Intervention and Treatment for Dysgraphia and Dysorthographia
  - 3.8.5.1. Therapeutic Strategies to Improve Motor Skills in Writing
  - 3.8.5.2. Methods to Correct Spelling Errors in Children with Dysorthographia
  - 3.8.5.3. Speech Therapy Techniques and Intervention Programs

3.9. Difficulties in Learning Mathematics (MLD)
- 3.9.1. Definition of Difficulties in Learning Mathematics (MLD)
  - 3.9.1.1. Concept of Difficulties in Learning Mathematics
  - 3.9.1.2. The Distinction Between Learning Difficulty and Cognitive Deficit
  - 3.9.1.3. Common Characteristics of Children with MLD

3.9.2. Classification of MLD: Types and Characteristics
3.9.2.1. Types of Mathematics Difficulties: Problems in Arithmetic, Geometry, Reasoning
3.9.2.2. Characteristics of Students with Difficulties in Each Area of Mathematics
3.9.2.3. Classification According to the Severity of the Difficulties
3.9.3. Etiology of Mathematical Difficulties: Cognitive and Environmental Causes
3.9.3.1. Cognitive Causes Related to Mathematical Processing
3.9.3.2. The Impact of the Family and School Environment on Mathematical Difficulties
3.9.3.3. Emotional Factors and Their Contribution to MLD
3.9.4. Assessment of Learning Difficulties in Mathematics
3.9.4.1. Assessment Tools and Techniques for Detecting MLD
3.9.4.2. The Use of Standardized Tests and Diagnostic Assessments
3.9.4.3. Individualized Assessment: The Importance of Strengths and Weaknesses Analysis
3.9.5. Intervention in Mathematical Difficulties: Strategies and Approaches
3.9.5.1. Educational Intervention Methods for Students with MLD
3.9.5.2. Individual and Group Approaches to Improve Mathematical Performance
3.9.5.3. The Use of Manipulatives and Technology in Mathematics Teaching
3.9.6. The Importance of Early Detection in MLD
3.9.6.1. How Early Detection Improves Academic Outcomes
3.9.6.2. Tools for Identifying Early Signs of Mathematical Difficulties
3.9.6.3. The Role of Parents and Teachers in Detection and Early Support
3.10. Reading Comprehension and its Relationship to Logical Thinking in Students with Learning Difficulties
3.10.1. Definition of Reading Comprehension
3.10.1.1. Importance of Reading Comprehension in Academic Development
3.10.1.2. Relationship between Reading Comprehension and Logical Thinking
3.10.2. Fundamentals of Reading Comprehension
3.10.2.1. Models of Reading Comprehension: Literal, Inferential and Critical
3.10.2.2. Cognitive Processes Involved in Text Comprehension
3.10.2.3. Factors Affecting Reading Comprehension: Vocabulary, Reading Fluency, Motivation and Context

3.10.3. Logical Thinking and its Relationship to Reading Comprehension
- 3.10.3.1. Definition of Logical Thinking and its Components (Reasoning, Analysis and Problem Solving)
- 3.10.3.2. How Logical Thinking Influences the Interpretation and Analysis of Texts

3.10.4. Strategies to Improve Reading Comprehension and Logical Thinking
- 3.10.4.1. Pedagogical Intervention Strategies to Improve Reading Comprehension
- 3.10.4.2. Techniques to Stimulate Logical Thinking in Students with Learning Difficulties
- 3.10.4.3. Technological Tools and Multisensory Methods to Support Learning

3.10.5. Assessment of Reading Comprehension and Logical Thinking
- 3.10.5.1. Methods for Assessment of Reading Comprehension: Standardized Tests and Observation

3.10.6. Strategies to Improve Reading Comprehension
- 3.10.6.1. Metacognitive Strategies
- 3.10.6.2. Language Strategies

You will evaluate language disorders from a multidisciplinary approach, implementing effective intervention strategies based on scientific evidence, thanks to an extensive library of multimedia resources"

04

Teaching Objectives

Through this program, physicians will acquire skills to accurately assess and diagnose Language, Speech and Communication Disorders, using approaches based on the latest scientific evidence. They will also be trained in the design and implementation of effective interventions, tailored to the individual needs of patients, in clinical, educational and family settings. In this way, they will be better prepared to comprehensively address the challenges associated with language development, improving the quality of life and well-being of people with communication difficulties.

You will apply language stimulation methods adapted to the needs of each patient, improving their quality of life and cognitive development, through the best teaching materials available in the academic world"

General Objectives

- Analyze the stages of human development, from the prenatal period to old age, identifying the biological, psychological and social factors that influence physical, cognitive, emotional and social changes throughout life
- Analyze the neurobiological bases that underpin language and its functional implications
- Integrate the psychological and linguistic foundations essential for speech therapy, including language development, neuropsychology and the basic processes of speech

You will address learning disorders related to reading and writing, equipping you with effective diagnostic and treatment tools for various contexts, such as the family, school and clinical settings"

Specific Objectives

Module 1. Developmental Psychology

- Use theoretical and empirical knowledge of Evolutionary Psychology to understand the development of linguistic and communicative skills, facilitating the diagnosis and treatment of Language Disorders
- Critically evaluate the fundamental theories and empirical research in Evolutionary Psychology in order to apply evidence-based solutions in the professional context of Speech Therapy

Module 2. Psychology of Language

- Explore the development and acquisition of language from its emergence to maturity
- Examine neuropsychological approaches related to language processing and comprehension
- Evaluate Language Disorders and their appropriate methods of intervention and stimulation

Module 3. Learning Disorders: Literacy

- Know and recognize communication, language, speech, voice and non-verbal oral function disorders
- Apply assessment techniques to diagnose language disorders and write speech therapy reports
- Intervene appropriately in different contexts (family, school, clinical) to treat Language Disorders
- Design, program and evaluate speech therapy interventions using appropriate techniques and resources

05

Career Opportunities

Professionals will be able to work in clinics and hospitals, working with speech therapists and other specialists in the treatment of disorders such as Dyslexia, Speech Delay or Autism Spectrum Disorder. They will also have the opportunity to collaborate in educational institutions, offering support in the identification and early intervention of linguistic difficulties in children, as well as in research centers, contributing to the advancement of Evolutionary Psychology and Neuropsychology of Language. They will also be able to practice in the private sector, offering specialized consultations for patients with specific needs in communicative and cognitive development.

This program will offer you various professional opportunities, allowing you to expand your practice into areas specializing in the diagnosis and treatment of Language, Communication and Learning Disorders"

Graduate Profile

The graduate will be a professional with a solid theoretical and practical grounding in language development and its disorders, capable of applying this knowledge in their medical practice. They will also have a deep understanding of the cognitive, neurological and psychological processes involved in language acquisition and evolution, enabling them to make accurate diagnoses and design effective interventions. In addition, they will have the necessary skills to work as part of a team with other professionals, such as speech therapists and psychologists, in different environments, such as clinics, hospitals, schools and research centers.

Their multidisciplinary approach and ability to apply evidence-based solutions will enable them to comprehensively address communication and cognitive difficulties, thus improving the well-being of their patients.

- **Interdisciplinary Work:** Collaborate with professionals from different disciplines, such as speech therapists, educators and psychologists, to design and apply personalized interventions that address the linguistic and communicative needs of patients
- **Effective Communication:** Communicate clearly and assertively with patients, their families and other health and education professionals, improving the coordination of treatments and the understanding of patient needs
- **Critical Assessment and Evidence-Based Decision Making:** Analyze and interpret academic research and clinical data, applying evidence-based approaches to diagnose, evaluate and treat language disorders
- **Professional Ethics and Commitment to Inclusion:** Ethical and responsible attitude in professional practice, promoting gender equality, attention to diversity and sustainability, to ensure that patients receive inclusive and respectful care

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

1. **Specialist in Language and Communication Disorders:** Physician specialized in the diagnosis and treatment of Language Disorders, such as Dyslexia, Aphasia and Autism Spectrum Disorders.
2. **Neurological Rehabilitation Physician:** Professional in charge of treating patients with Neurological Disorders that affect communication, language and cognition.
3. **Consultant in Evolutionary and Language Psychology:** Physician who advises educational institutions and clinics on language development and early intervention in children.
4. **Language Neuroscience Researcher:** Professional dedicated to researching the neurological processes involved in the development of Language Disorders.
5. **Speech Therapy Intervention Program Coordinator:** Physician who supervises and coordinates intervention programs to treat Language Disorders in various settings, such as clinics and schools.
6. **Physician in Language Support Education Centers:** Expert who works in schools or educational centers, providing support to students with language difficulties.
7. **Specialist in Learning Disorders:** Physician who diagnoses and treats language-related learning disorders such as dyslexia and dysgraphia.
8. **Child and Adolescent Health Program Director:** Professional who leads programs dedicated to language health and the cognitive development of children and adolescents.

You will write speech therapy reports, which will facilitate the documentation and follow-up of each case, and ensure personalized and quality care for patients with language difficulties"

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.

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

The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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

Relearning Methodology

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

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

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

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

A 100% online Virtual Campus with the best teaching resources

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

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

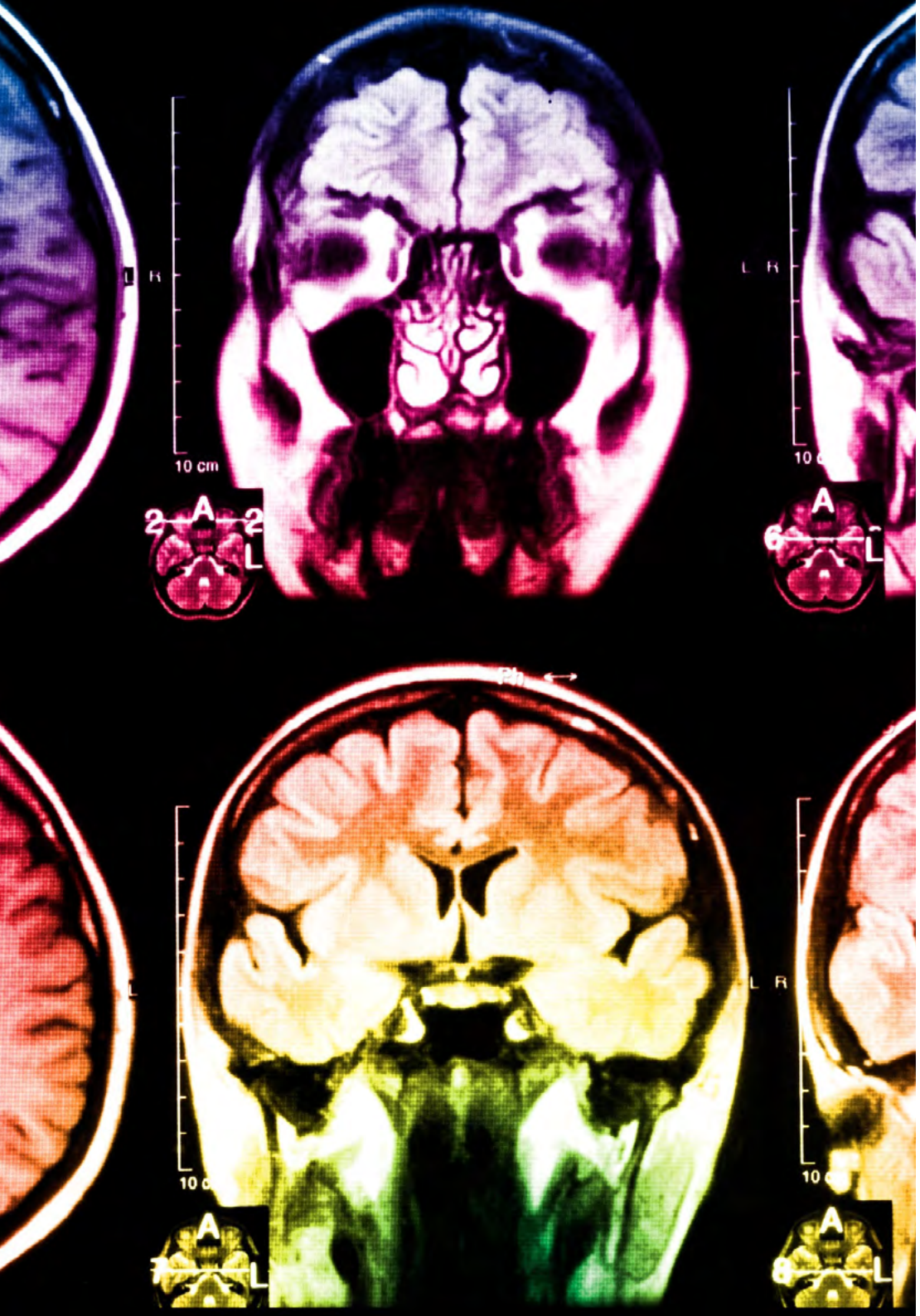
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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

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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

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

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

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

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

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

Study Material

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

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

Practicing Skills and Abilities

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

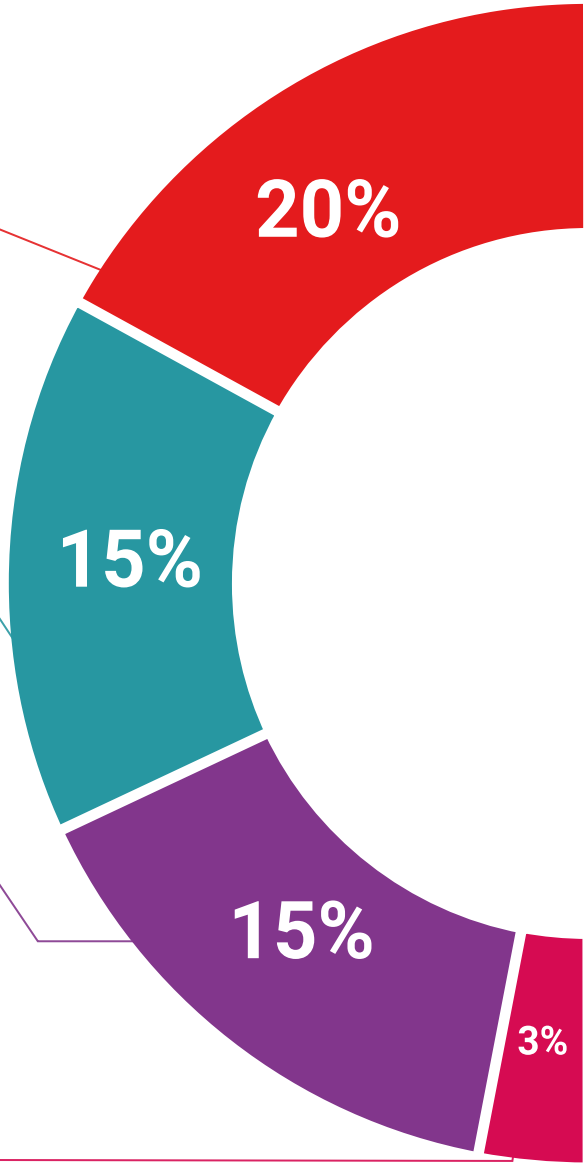
Interactive Summaries

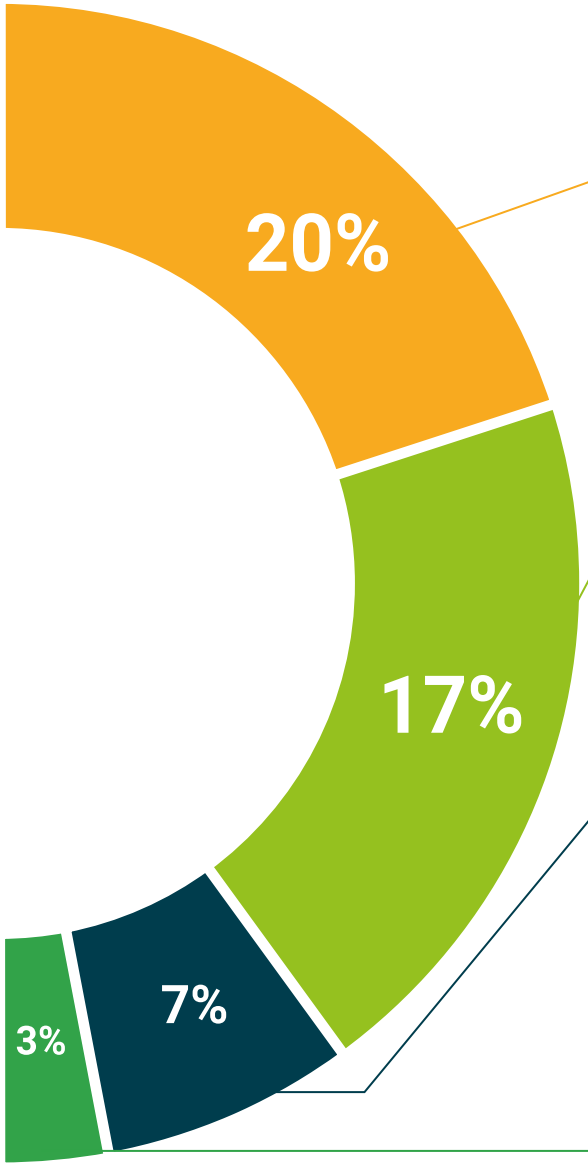
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





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

Certificate

This Postgraduate Diploma in Psychology and Language Development 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 Psychology and Language Development** 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.

Title: **Postgraduate Diploma in Psychology and Language Development**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Psychology and Language Development

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

tech global university

Postgraduate Diploma

Psychology and Language Development

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

Postgraduate Diploma

Psychology and Language Development

tech global university