

Postgraduate Diploma

Early Childhood Education and Care



Postgraduate Diploma Early Childhood Education and Care

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

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-early-childhood-education-care

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01

Introduction to the Program

Early childhood care and education (ECCE) is fundamental for the integral development of children, as it lays the foundations for good health, adequate nutrition, successful learning and socio-emotional development. However, worldwide, ECCE tends to receive low priority in education policies and investments, which especially affects marginalized groups. It is therefore important for physicians to understand that these interventions, based on neuroscientific evidence and child development, can significantly improve long-term health and well-being outcomes. In this context, TECH has developed a comprehensive online program, designed to adapt flexibly to the personal and work schedules of graduates, and based on the revolutionary Relearning methodology.



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With this 100% online program, you will update your knowledge in areas such as neurodevelopment, early detection of disorders, and intervention methods, addressing the educational and clinical needs of children”

Early Childhood Education and Care (ECEC) plays a crucial role in the comprehensive development of children, directly impacting their health, cognitive abilities, and emotional well-being. In fact, according to UNICEF, more than 200 million children under the age of five worldwide do not reach their full potential due to a lack of adequate stimulation during this critical stage.

This is how this university expert program was created, focusing on understanding professional ethics and social responsibility in the workplace, highlighting how gender equality policies and sustainable development can be integrated into medical and educational work. This approach will promote responsible professional practice, committed to equity and sustainability, which are essential for generating a positive impact on society and child development.

Likewise, the educational foundations of speech therapy will be addressed, offering a deep analysis of the factors that influence learning, including the crucial role of the family. In addition, theoretical models from educational psychology will be analyzed along with their practical applications, including key concepts in speech therapy intervention.

Finally, in the area of early childhood care, the program will offer a comprehensive view of neurodevelopment from the embryonic period to six years of age, with an emphasis on the identification and treatment of developmental disorders in children. In this regard, medical professionals will acquire practical tools for the prevention, evaluation, and intervention in areas related to communication, language, and orofacial functions.

In this way, TECH has designed a comprehensive 100% online program, with high-quality academic materials and resources accessible from any electronic device with an internet connection. This will remove barriers such as the need to travel to a physical location or adhere to strict schedules. Additionally, the innovative Relearning methodology will be applied, which focuses on the repetition of key concepts to ensure efficient and natural assimilation of the content.

This **Postgraduate Diploma in Early Childhood Education and Care** 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 Early Childhood Education and Care
- ♦ 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 equip yourself with the practical tools to work in an interdisciplinary and collaborative way with families and other professionals, strengthening a focus on the child's environment"

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You will delve into neurodevelopment, from the embryonic period to the age of six, with a focus on the identification and treatment of alterations in the development of language, communication and orofacial functions”

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.

You will promote an inter- and transdisciplinary approach in your work with families and environments, adapted to the most advanced intervention models, through the best teaching materials on the academic scene.

You will focus on the technical aspects of speech therapy, professional ethics and social responsibility, integrating gender equality policies and Sustainable Development into your medical and educational practice.



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.



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*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".

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 program will be organized to address essential issues such as professional ethics, equality and sustainable development, establishing an ethical and socially responsible framework in clinical practice. Likewise, it will delve into the educational foundations, analyzing psychological and pedagogical theories that underpin learning and communication, as well as methodologies for speech therapy intervention in school contexts. In addition, emphasis will be placed on Early Intervention, with a focus on neurodevelopment. The study of current intervention models will also be included, promoting interdisciplinary work and active collaboration with families and the child's environment.



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You will promote interculturality in school contexts, understanding educational and communicative dynamics in multicultural and diverse environments, thanks to an extensive library of innovative multimedia resources”

Module 1. Ethics, Equality and Sustainable Development

- 1.1. Principles of General Ethics
 - 1.1.1. Ethics
 - 1.1.1.1. The Nature of Ethics
 - 1.1.1.2. Human Goodness
 - 1.1.1.3. The Moral Subject
 - 1.1.1.4. Moral Law
 - 1.1.1.5. Moral Conscience
 - 1.1.1.6. Friendship Communities
 - 1.1.1.7. Matters in Bioethics
 - 1.1.1.8. Human Work
 - 1.1.1.9. Political Society
- 1.2. Professional Ethics and Deontology
 - 1.2.1. Introduction
 - 1.2.1.1. Personal Ethics and Social Ethics
 - 1.2.1.2. Objective Criteria in the Special Problems of Ethics
 - 1.2.2. Work: Personal and Social Dimension
 - 1.2.2.1. Professional Work
 - 1.2.2.2. Work and Justice
 - 1.2.2.3. Business Ethics
 - 1.2.2.4. Technical Market and Globalization
- 1.3. Concept and Functions of Professional Ethics
 - 1.3.1. Teaching Philosophy in a Globalized World
 - 1.3.1.1. Introduction: The Challenge for Philosophy
 - 1.3.1.2. From Subjectivation to Socialization
 - 1.3.1.3. Education and Community
 - 1.3.1.4. Education for Democracy
 - 1.3.1.5. Education and Recognition of the Other
 - 1.3.1.6. Education and Multiculturalism
 - 1.3.1.7. Citizenship Education
 - 1.3.1.8. Educating in Ethical Values





- 1.5. Sustainable Development
 - 1.5.1. Theories about Sustainable Development
 - 1.5.1.1. Introduction
 - 1.5.1.2. Development Participants
 - 1.5.1.3. Problems of Education for Sustainable Development
 - 1.5.1.4. The UN and Its Development Work
 - 1.5.1.5. Agenda 21: UN Agenda 21
 - 1.5.1.6. UNDP
 - 1.5.1.7. Other Theories to Support Sustainable Development
 - 1.5.1.8. Alternative Theories to Sustainable Development
- 1.6. New Means and Development Strategies: Companies, Cities, Communities
 - 1.6.1. Development
 - 1.6.1.1. Introduction
 - 1.6.1.2. What Is Meant by Development?
 - 1.6.1.3. Sociological Theories for Development
 - 1.6.1.4. Stakeholders Involved in Development
 - 1.6.1.5. Poor or Impoverished Countries
 - 1.6.1.6. Economic, Social and Sustainable Development
 - 1.6.1.7. UNDP
 - 1.6.1.8. Bibliography
- 1.7. Territory, City and Environment
 - 1.7.1. Sustainable Cities and Communities
 - 1.7.1.1. Context
 - 1.7.1.2. Objectives and Goals
 - 1.7.1.3. Relationship with UN-Habitat, ICLEI Programs
- 1.8. Art and Culture for Social Development
 - 1.8.1. Current Cultural Trends
 - 1.8.1.1. Changes in Cultural Scenarios
 - 1.8.1.2. Culture and Globalization: Conflict and Dialogue
 - 1.8.1.3. Democratization of Culture
- 1.9. Sources and Techniques of Analysis for Social Research
 - 1.9.1. The Social Research
 - 1.9.1.1. The Importance of Research in Social Sciences
 - 1.9.1.2. Resources and Sources
 - 1.9.1.3. Research Trends

Module 2. Educational Foundations in Speech Therapy

- 2.1. Education and Educational Practice
 - 2.1.1. Introduction and Objectives of Education in the School Context
 - 2.1.1.1. Definition of School Education
 - 2.1.1.2. Purposes and Goals of the Education System
 - 2.1.1.3. Education as a Comprehensive Process
 - 2.1.2. Main Educational Approaches in the School Environment
 - 2.1.2.1. Traditional Approach vs. Contemporary Approaches
 - 2.1.2.2. Student-Centered Education
 - 2.1.2.3. Teaching as an Interactive Process
 - 2.1.3. The Speech Therapist's Role in the Educational Context
 - 2.1.3.1. The Role of the Speech Therapist within the Educational Team
 - 2.1.3.2. Speech Therapy as Part of Educational Intervention
 - 2.1.3.3. Interdisciplinary Collaboration in the School Environment
 - 2.1.4. The Relationship Between Educational Practice and Speech Therapy Intervention
 - 2.1.4.1. Curricular Adaptation for Speech Therapy Intervention
 - 2.1.4.2. Inclusive Teaching Methods and Speech Therapy
 - 2.1.4.3. Assessment of Speech Therapy Intervention in Educational Practice
- 2.2. Factors Influencing the Teaching-Learning Processes
 - 2.2.1. Factors in the Teaching-Learning Process
 - 2.2.1.1. The Importance of Identifying Influential Factors
 - 2.2.1.2. Relationship Between Factors and Academic Performance
 - 2.2.2. Personal Factors That Influence Learning
 - 2.2.2.1. Cognitive Characteristics of the Student
 - 2.2.2.2. Emotional and Psychological Factors
 - 2.2.2.3. Motivation and Its Effects on Learning
 - 2.2.3. Environmental Factors in the Educational Process
 - 2.2.3.1. The Physical Environment and its Influence on Learning
 - 2.2.3.2. The Social and Cultural Environment in the Classroom
 - 2.2.3.3. The Role of Technology in Learning
 - 2.2.4. The Interrelation between Personal and Environmental Factors in Learning
 - 2.2.4.1. How Internal and External Factors Interact
 - 2.2.4.2. The Influence of the Family and School Environment
 - 2.2.4.3. Strategies for Balancing Personal and Environmental Factors
- 2.2.5. Methodological Factors Affecting Teaching and Learning
 - 2.2.5.1. Traditional and Modern Teaching Methods
 - 2.2.5.2. Assessment as a Methodological Factor
 - 2.2.5.3. The Use of Teaching Resources in Education
- 2.2.6. The Influence of the Family on the Student's Learning Process
 - 2.2.6.1. The Active Participation of Parents in Education
 - 2.2.6.2. Family Support in the Development of Cognitive Skills
 - 2.2.6.3. Challenges and Strategies for Involving the Family in the Educational Process
- 2.3. Models and Theories in Teaching
 - 2.3.1. Educational Models and Theories
 - 2.3.1.1. The Importance of Theories in Educational Practice
 - 2.3.1.2. Objectives of Applying Theories in the Classroom
 - 2.3.2. The Historical Perspective of Educational Theories and Models
 - 2.3.2.1. Evolution of Educational Approaches Over Time
 - 2.3.2.2. Cultural and Social Influences on Educational Models
 - 2.3.3. Behaviorism as an Educational Model
 - 2.3.3.1. Principles of Behaviorism in Education
 - 2.3.3.2. Application of Behaviorism in the Classroom
 - 2.3.3.3. Criticisms and Limitations of the Behaviorist Approach
 - 2.3.4. The Cognitive Model: Theory and Application
 - 2.3.4.1. Fundamentals of the Cognitive Approach to Teaching
 - 2.3.4.2. Practical Applications of the Cognitive Model
 - 2.3.4.3. Comparison with Other Learning Models
 - 2.3.5. Constructivism in the Educational Context
 - 2.3.5.1. Principles of Constructivism in Education
 - 2.3.5.2. Active Teaching Methods in Constructivism
 - 2.3.5.3. The Construction of Knowledge in the Student
 - 2.3.6. Meaningful Learning versus Repetitive Learning
 - 2.3.6.1. Definition and Characteristics of Meaningful Learning
 - 2.3.6.2. Comparison with Repetitive Learning
 - 2.3.6.3. Practical Application of Meaningful Learning in the Classroom

- 2.3.7. Ecological Theories of Learning
 - 2.3.7.1. Principles of Ecological Theories
 - 2.3.7.2. Interactions between the Student and their Environment
 - 2.3.7.3. Impact of Ecological Theories on Inclusive Education
- 2.3.8. Teaching Styles: Approaches and Applications
 - 2.3.8.1. Main Teaching Approaches
 - 2.3.8.2. Adapting Teaching Styles to the Needs of the Group
 - 2.3.8.3. The Teacher as a Facilitator of Learning
- 2.3.9. Learning Styles: Adapting to the Needs of the Student
 - 2.3.9.1. Types of Learning Styles
 - 2.3.9.2. How to Identify Learning Styles in Students
 - 2.3.9.3. Strategies for Working with Different Learning Styles
- 2.4. Methodology for Teaching Written Language
 - 2.4.1. Teaching Written Language
 - 2.4.1.1. Importance of Literacy in Academic Development
 - 2.4.1.2. Objectives of Teaching Written Language
 - 2.4.2. Fundamentals of Learning to Read
 - 2.4.2.1. Stages of Reading Development
 - 2.4.2.2. Strategies and Methods for Teaching Reading
 - 2.4.2.3. Factors Affecting Reading Learning
 - 2.4.3. Fundamentals of Writing Learning
 - 2.4.3.1. Stages of Writing Development
 - 2.4.3.2. Methods for Teaching Writing
 - 2.4.3.3. Factors Influencing Writing Learning
 - 2.4.4. Oral Language as a Basis for Learning Literacy and Social Development
 - 2.4.4.1. The Role of Oral Language in Learning Literacy
 - 2.4.4.2. The Relationship Between Oral Language and Cognitive Development
 - 2.4.4.3. Strategies for Promoting Oral Language in the Classroom
- 2.5. Language and Communication Disorders in the Educational Stages
 - 2.5.1. Importance of Identifying Language Disorders in the Educational Context
 - 2.5.1.1. Objectives of Speech Therapy Intervention in the Detection of Language Disorders
 - 2.5.1.2. Relationship Between Language Disorders and Academic Performance
 - 2.5.2. Language and Communication Disorders in Pre-school Education
 - 2.5.2.1. Language Disorders in Pre-school: Delay in the Development of Language
 - 2.5.2.2. Phonological and Morphosyntactic Disorders in Pre-school Education
 - 2.5.2.3. Early Assessment and Diagnosis in the Pre-school Context
 - 2.5.3. Language and Communication Disorders in Primary Education
 - 2.5.3.1. Dyslexia and Literacy Disorder
 - 2.5.3.2. Expressive and Receptive Language Disorders
 - 2.5.3.3. Speech Therapy in Primary Education: Approaches and Methods
 - 2.5.4. Language and Communication Disorders in High School Education
 - 2.5.4.1. Language Disorders in Adolescents: Difficulties in Oral Expression and Comprehension
 - 2.5.4.2. The Impact of Language Disorders on Academic Writing
 - 2.5.4.3. Intervention Strategies in High School Education
- 2.6. Speech Therapy in Schools
 - 2.6.1. Definition of Speech Therapy in the Educational Context
 - 2.6.1.1. Objectives and Fundamental Principles of School Speech Therapy
 - 2.6.1.2. The Importance of Early Intervention in Language Disorders
 - 2.6.2. Speech Therapy in the School Educational System
 - 2.6.2.1. The Role of the Speech Therapist in the School: Functions and Responsibilities
 - 2.6.2.2. Speech Therapy as Part of the Educational Team
 - 2.6.2.3. Integration of the Speech Therapist into the School Structure
 - 2.6.3. Areas of Intervention in Educational Speech Therapy
 - 2.6.3.1. Intervention in the Development of Oral Language
 - 2.6.3.2. Intervention in Literacy and Academic Skills
 - 2.6.3.3. Speech Therapy Intervention in Social and Emotional Development
 - 2.6.4. Models of Educational Intervention
 - 2.6.4.1. Medical-Rehabilitative Model: Diagnosis and Treatment
 - 2.6.4.2. Pedagogical-Integrative Model: Inclusive Approaches and Curricular Adaptations
 - 2.6.4.3. Collaborative Model: Interdisciplinary Work with Other Professionals

- 2.6.5. The Guidance Department and the Educational and Psychopedagogical Guidance Teams
 - 2.6.5.1. Functions and Structure of the Guidance Department
 - 2.6.5.2. Collaboration between Speech Therapists and Psychopedagogical Teams
 - 2.6.5.3. Psychopedagogical Assessment as an Intervention Tool
- 2.6.6. Educational Guidance Tools: Psychopedagogical Assessment
 - 2.6.6.1. Types of Psychopedagogical Assessment in Speech Therapy
 - 2.6.6.2. Language and Communication Assessment Techniques and Tools
 - 2.6.6.3. The Importance of Continuous Assessment in the Intervention Process
- 2.7. Speech Therapy Intervention Focused on the Person and the Family
 - 2.7.1. Person-centered Approach: Definition and Principles
 - 2.7.1.1. Objectives of Family-Centered Speech Therapy
 - 2.7.1.2. The Importance of Family-Speech Therapist Collaboration
 - 2.7.2. The Family-Centered Approach
 - 2.7.2.1. Principles and Foundations of the Family-Centered Approach
 - 2.7.2.2. The Family as an Ally in the Therapeutic Process
 - 2.7.2.3. Benefits of a Collaborative Approach between Family and Professionals
 - 2.7.3. Characteristics of the Approach
 - 2.7.3.1. Active Participation of the Family in the Intervention Process
 - 2.7.3.2. Respect for Family Values and Needs
 - 2.7.3.3. Strengthening Family Autonomy in the Educational Process
 - 2.7.4. Characteristics of Adult Learning. How to Teach Parents?
 - 2.7.4.1. Theories of Adult Learning
 - 2.7.4.2. Strategies for Teaching Parents about Supporting Language Development
 - 2.7.4.3. Effective Communication Techniques with Parents
 - 2.7.5. Training Needs of the Family-Centered Professional
 - 2.7.5.1. Training and Skills Needed to Work with Families
 - 2.7.5.2. The Importance of Continuing Education in Speech Therapy Intervention
 - 2.7.5.3. Tools to Improve Communication and the Professional-Family Relationship
 - 2.7.6. Parental Profiles at School
 - 2.7.6.1. Types of Parental Involvement in School Life
 - 2.7.6.2. Identification of Parental Profiles and their Impact on Learning
 - 2.7.6.3. Strategies for Involving Parents in the Educational Process

- 2.8. Interculturality in Educational Centers
 - 2.8.1. Definition and Context of Interculturality in Education
 - 2.8.1.1. Objectives of Educational Interculturality in Educational Centers
 - 2.8.1.2. Interculturality as a Value in Educational Society
 - 2.8.2. Historical Evolution of Interculturality
 - 2.8.2.1. The Concept of Interculturality through Time
 - 2.8.2.2. Approaches to Interculturalism in Education at Different Times
 - 2.8.2.3. Interculturality in the Context of Globalization
 - 2.8.3. Paradigms and Educational Models
 - 2.8.3.1. Models of Intercultural Education
 - 2.8.3.2. Pedagogical Approaches to Cultural Diversity
 - 2.8.3.3. The Role of Educators in Promoting Interculturality
 - 2.8.4. Interculturality as an Educational Response
 - 2.8.4.1. The Inclusion of Interculturality in the School Curriculum
 - 2.8.4.2. Pedagogical Strategies for Intercultural Integration
 - 2.8.4.3. The Evaluation of Intercultural Education in the Classroom
 - 2.8.5. Intercultural Communication in the School Environment
 - 2.8.5.1. Challenges in Intercultural Communication at School
 - 2.8.5.2. Strategies for Improving Intercultural Communication in Education
 - 2.8.5.3. Intercultural Mediation in the School Environment

Module 3. Early Care

- 3.1. Basic Concepts of Early Care
 - 3.1.1. Definition of Early Intervention and its Importance
 - 3.1.1.1. Main Objectives of Early Intervention in Child Development
 - 3.1.2. History of Early Intervention
 - 3.1.2.1. Origins of Early Intervention at a Global Level
 - 3.1.2.2. Historical Development of Early Intervention in Different Countries
 - 3.1.3. Explanatory Models in the Development of EI
 - 3.1.3.1. Cognitive Models
 - 3.1.3.2. Educational and Pedagogical Models
 - 3.1.3.3. Integration and Interdisciplinary Models

- 3.1.4. Principles of Early Intervention
 - 3.1.4.1. Current Challenges in Early Intervention
 - 3.1.4.2. Advances in Research and Practice
 - 3.1.4.3. Barriers and Limitations in Access to EI Services
- 3.2. Importance of Early Intervention
 - 3.2.1. Fundamental Reasons for Implementing Early Intervention Programs
 - 3.2.1.1. Objectives to be Achieved with Early Intervention
 - 3.2.2. Risk Factors for Child Development
 - 3.2.2.1. Biological and Environmental Risk Factors
 - 3.2.2.2. Identification of Children in Risk Situations (Prematurity, Malformations, etc.)
 - 3.2.2.3. Effects of Risk Situations on Child Development
 - 3.2.3. Integration of the Family in EI
 - 3.2.3.1. The Role of the family in Child Development
 - 3.2.3.2. Influence of the Social and Cultural Environment on the Well-being of the Child
 - 3.2.3.3. Collaboration between Family and Professionals in Early Intervention
 - 3.2.4. Education in Early Intervention
 - 3.2.4.1. The Role of Pre-school Education in Early Development
 - 3.2.4.2. Integration of Early Care in Educational Centers
 - 3.2.4.3. Relationship between Early Intervention and Formal Education
- 3.3. Neurobiological and Environmental Bases of EI
 - 3.3.1. Fundamentals of Neurobiology Applied to Early Intervention
 - 3.3.1.1. Importance of the Environment in Neurobiological Development
 - 3.3.2. Neurobiological Basis of Development
 - 3.3.2.1. Basic Brain Functions and Their Evolution
 - 3.3.2.2. Development of the Nervous System in Early Childhood
 - 3.3.2.3. Brain Plasticity and its Relationship with Early Intervention
 - 3.3.3. Psychomotor Development
 - 3.3.3.1. Concept of Psychomotor Development
 - 3.3.3.2. The Role of Sensation and Perception in Early Learning
 - 3.3.3.3. Relationship between Motor and Cognitive Development in the Early Years
- 3.3.4. Cognitive Development
 - 3.3.4.1. Cognitive Development Theories
 - 3.3.4.2. Observation and Exploration as Fundamental Tools in Child Learning
 - 3.3.4.3. Impact of Early Stimulation on Cognitive Development
- 3.3.5. Affective and Social Bases of Language and Communication Development
 - 3.3.5.1. Theories of Language Development (Chomsky, Bruner)
 - 3.3.5.2. Relationship between Language, Social and Affective Thinking in Childhood
 - 3.3.5.3. The Influence of Early Communication on Social and Emotional Interaction
- 3.4. Early Childhood Intervention in Child Development from Birth to Six Years of Age
 - 3.4.1. Purpose and Scope of Early Intervention in Development from Birth to Six Years of Age
 - 3.4.1.1. How EI Impacts Holistic Development in the Early Years of Life
 - 3.4.2. Communicative Predisposition in Human Beings
 - 3.4.2.1. The Biological Predisposition for Communication
 - 3.4.2.2. Development of Communicative Capacity from Birth
 - 3.4.2.3. Non-Verbal Language and its Importance in the Early Years
 - 3.4.3. Psychomotor Development from Birth to Six Years of Age
 - 3.4.3.1. Stages of Psychomotor Development in Childhood
 - 3.4.3.2. Relationship between Gross and Fine Motor Skills
 - 3.4.3.3. Common Psychomotor Delays and Difficulties and their Intervention
 - 3.4.4. Sensory-Motor Development
 - 3.4.4.1. Importance of Sensory Development in the Early Years
 - 3.4.4.2. Sensory Integration in the Development of Motor Skills and Learning
 - 3.4.4.3. Common Disorders in Sensorimotor Development
 - 3.4.5. Psycholinguistic Development
 - 3.4.5.1. The Evolution of Language and Communication in Childhood
 - 3.4.5.2. Factors Affecting Language Development (Biological, Social, Cultural)
 - 3.4.5.3. Signs of Delay or Alteration in Psycholinguistic Development
 - 3.4.6. The Role of Early Intervention in Monitoring and Supporting Development

- 3.5. Early Intervention in Neurodevelopmental Disorders
 - 3.5.1. Objectives of Early Intervention in Children with Neurodevelopmental Disorders
 - 3.5.1.1. Relevance of Early Detection of Neurodevelopmental Disorders
 - 3.5.2. Situations of Risk in Development
 - 3.5.2.1. Identification of Genetic and Environmental Factors that Alter Development
 - 3.5.2.2. Effects of Deprivation of Stimuli on Neurodevelopment
 - 3.5.3. Sensory-Based Disorders
 - 3.5.3.1. Disorders of the Senses (Sight, Hearing, Taste, Touch, Smell) and Their Impact on Development
 - 3.5.3.2. Common Disorders in Sensory Perception (Autism Spectrum Disorders, for Example)
 - 3.5.4. Disorders of Motor Origin
 - 3.5.4.1. Most Common Motor Disorders (Cerebral Palsy)
 - 3.5.4.2. Assessment and Speech Therapy Approach in Motor Disorders
 - 3.5.4.3. The Importance of Early Stimulation in Motor Disorders Affecting Speech and Language
 - 3.5.5. Alterations in Disorders Development
 - 3.5.5.1. Common Cognitive Disorders (Autism, ADHD, Dyslexia, etc.)
 - 3.5.5.2. Effective Interventions for Neurocognitive Disorders
 - 3.5.5.3. The Influence of the Environment on Cognitive Development
 - 3.5.6. Syndromes and Multiple Disorders
 - 3.5.6.1. Most Common Syndromes Affecting Neurodevelopment (Down, Rett, etc.)
 - 3.5.6.2. Interdisciplinary Management of Children with Multiple Disorders
 - 3.5.6.3. Individualized Intervention Planning
 - 3.5.7. Neurodevelopment in Children at Social Risk
 - 3.5.7.1. Social Risk Factors in Neurocognitive Development
 - 3.5.7.2. Strategies for Intervention in Contexts of Social Vulnerability
 - 3.5.7.3. The Importance of Inter-institutional Cooperation in Contexts of Social Risk
- 3.6. Early Intervention Work Teams
 - 3.6.1. The Structure and Functions of Interdisciplinary Early Intervention Teams
 - 3.6.1.1. Common Objectives of the Professionals that Make up Early Intervention Work Teams
 - 3.6.2. Organization and Coordination of Resources
 - 3.6.2.1. Distribution of Resources in Early Intervention Teams
 - 3.6.2.2. Coordination Strategies between Professionals and Families
 - 3.6.2.3. Efficient Use of Resources in Early Intervention
- 3.6.3. Work Teams and the Relationship between Disciplines
 - 3.6.3.1. Collaboration between Psychologists, Speech Therapists, Occupational Therapists, Pedagogues, etc.
 - 3.6.3.2. Benefits of Transdisciplinary and Multidisciplinary Intervention
 - 3.6.3.3. Challenges in the Integration of Different Therapeutic Approaches
- 3.6.4. Skills of the Speech Therapist in EI
 - 3.6.4.1. Specific Functions of the Speech Therapist in Early Intervention Teams
 - 3.6.4.2. Speech Therapy Assessment and Treatment in Children Aged 0 to 6
 - 3.6.4.3. Collaboration with Other Professionals in the Design of Intervention Plans
- 3.6.5. Early Intervention and the School Environment
 - 3.6.5.1. How EI Teams Collaborate with the School Environment
 - 3.6.5.2. Integration of Early Intervention in the Educational Environment
 - 3.6.5.3. Strategies for Monitoring Development in the School Environment
- 3.7. Prevention and Assessment Tools in EI
 - 3.7.1. Purposes of Prevention and Assessment in Early Intervention
 - 3.7.1.1. How Prevention and Assessment Contribute to the Improvement of Child Development
 - 3.7.2. Prevention of Neurodevelopmental Disorders
 - 3.7.2.1. Preventive Strategies in Early Intervention
 - 3.7.2.2. Interventions to Minimize the Risk of Neurodevelopmental Alterations
 - 3.7.2.3. Health Education as a Preventive Tool
 - 3.7.3. Assessment in Early Intervention
 - 3.7.3.1. Assessment Methods for Early Intervention
 - 3.7.3.2. Diagnostic Tools and Their Applicability
 - 3.7.3.3. Qualitative and Quantitative Assessment of Child Development
 - 3.7.4. Development Scales, Tests and Assessment Protocols in EI
 - 3.7.4.1. Scales Most Commonly Used in Developmental Assessment (Bayley, Denver, etc.)
 - 3.7.4.2. Intervention Protocols Based on Assessment Results
 - 3.7.4.3. Advantages and Limitations of Standard Tests in Early Diagnosis
- 3.8. Speech Therapy in Early Intervention
 - 3.8.1. Definition of Early Intervention
 - 3.8.1.1. Main Objectives of Early Intervention
 - 3.8.1.2. Promotion of Child Development and Well-being

- 3.8.2. Design and Development of Early Intervention Programs
 - 3.8.2.1. Initial Assessment and Diagnosis in Early Intervention
 - 3.8.2.2. Intervention Strategies and Models
 - 3.8.2.3. Program Planning and Monitoring
 - 3.8.2.4. Personalization of Intervention Programs
- 3.8.3. Speech Therapy Intervention for Premature and High-Risk Newborns
 - 3.8.3.1. Language Development in Premature Babies and Newborns
 - 3.8.3.2. Early Stimulation Techniques for Premature Babies
 - 3.8.3.3. Speech Therapy in Feeding and Swallowing
 - 3.8.3.4. Interdisciplinary Collaboration in the Care of Premature Babies
- 3.8.4. Speech Therapy Intervention in Speech, Voice and Swallowing
 - 3.8.4.1. Assessment of Speech and Voice Disorders
 - 3.8.4.2. Speech Therapy for Phonological and Articulatory Disorders
 - 3.8.4.3. Treatment of Dysarthria and Aphonia
 - 3.8.4.4. Swallowing Disorders: Identification and Treatment
- 3.9. Family-Centered Early Care
 - 3.9.1. Principles and Foundations of the Family-Centered Approach
 - 3.9.1.1. The Importance of Involving the Family in the Early Intervention Process
 - 3.9.2. Competent Environment Model
 - 3.9.2.1. Definition and Characteristics of a Competent Environment
 - 3.9.2.2. How Competent Environments Promote Child Development
 - 3.9.2.3. The Role of the Family and the Community in Creating a Stimulating Environment
 - 3.9.3. Intervention Plan According to Family-Centered Models
 - 3.9.3.1. Strategies for Developing a Family-Centered, Individualized Intervention Plan
 - 3.9.3.2. The Importance of Family Goals in the Design of the Intervention
 - 3.9.3.3. Coordination with Professionals to Ensure a Comprehensive Intervention
 - 3.9.4. Application of the Model in the Areas of Early Intervention
 - 3.9.4.1. Implementation of the Family-Centered Model in Early Intervention
 - 3.9.4.2. How this Approach Adapts to the Different Areas of Development (Motor, Cognitive, Social, Emotional)
 - 3.9.4.3. Examples of Good Practice in Family-Centered Early Intervention
 - 3.9.5. The Speech Therapist in Family-Centered Early Intervention
 - 3.9.5.1. The Role of the Speech Therapist in the Family-Centered Model
 - 3.9.5.2. Family-Oriented Speech Therapy Strategies
 - 3.9.5.3. Collaboration with Other Professionals for a Comprehensive and Inclusive Approach
- 3.10. Resources, Training and Research in Early Intervention
 - 3.10.1. Importance of Resources, Training and Research in the Context of Early Intervention
 - 3.10.1.1. How Innovation and Professional Development Contribute to Better Early Intervention
 - 3.10.2. Resources for Speech Therapy in Early Intervention
 - 3.10.2.1. Tools and Materials Used in Speech Therapy in Early Intervention
 - 3.10.2.2. Digital and Technological Resources that Support Speech Therapy
 - 3.10.2.3. Bibliography and Recommended Reference Sources for Speech Therapists in the Field of Early Intervention
 - 3.10.3. Complementary Training for Speech Therapists Specializing in EI
 - 3.10.3.1. Continuing and Specialized Training in the Field of Early Intervention
 - 3.10.3.2. Training Programs in New Techniques and Therapeutic Approaches
 - 3.10.3.3. The Importance of Multidisciplinary Training in Early Intervention
 - 3.10.4. Research in Early Intervention
 - 3.10.4.1. Main Areas of Research in Early Intervention
 - 3.10.4.2. Research Methods and Approaches Applied to Early Intervention
 - 3.10.4.3. Impact of Studies and Research on Early Intervention Policies
 - 3.10.4.4. Recent Innovations and Their Integration into Daily Early Intervention Practice

04

Teaching Objectives

This university program will seek to provide professionals with the scientific and practical tools to identify, prevent and treat developmental disorders, especially in areas such as communication, language and cognitive functions. In addition, it will promote a focus on the family and the child's environment, encouraging interdisciplinary work and collaboration with other professionals. In this sense, physicians will be able to contribute to child welfare, supporting optimal development that positively impacts the quality of life of patients and their families.



“

You will reflect on professional ethics and deontology, highlighting their application in diverse work environments, with special attention to the promotion of gender equality and Corporate Social Responsibility”



General Objectives

- ♦ Understand the fundamental principles of ethics and their application in different areas of human life
- ♦ Analyze the organizational charts and hierarchical structure of educational institutions, so that speech therapists can interact efficiently in the school context
- ♦ Develop speech therapy intervention strategies to address developmental disorders and risk conditions in the early stages of a child's life and their environment

“

You will integrate the concept of Sustainable Development as a cross-cutting theme, using contemporary theories and practices that will guide your daily practice towards a positive impact on society. What are you waiting for to enroll?”





Specific Objectives

Module 1. Ethics, Equality and Sustainable Development

- ♦ Analyze the relationship between ethics and professional deontology in different fields of work
- ♦ Evaluate policies and actions aimed at promoting gender equality and corporate social responsibility
- ♦ Develop a comprehensive approach to sustainable development through current theories and practices

Module 2. Educational Foundations in Speech Therapy

- ♦ Understand intrinsic and extrinsic factors and their interaction, with special emphasis on the role of the family as a key factor in the learning process
- ♦ Analyze the main theories and models of Educational Psychology throughout history, to provide a theoretical framework that can be applied in their professional practice
- ♦ Conceptualize speech therapy intervention in the school environment, its methods and areas of action, as well as its relationship with other disciplines and families
- ♦ Understand the different paradigms of attention to diversity that have emerged over time and reflect on their application in the educational environment
- ♦ Analyze the phenomenon of interculturality in educational centers and study the theories that guide speech therapy intervention in intercultural school contexts

Module 3. Early Care

- ♦ Study the stages and milestones of neurodevelopment in the sensorimotor, psychomotor, cognitive and social aspects from the embryonic period to 6 years of age
- ♦ Provide knowledge about the physiopathology of development, focusing on the detection, evaluation and treatment of alterations in child development
- ♦ Provide specific intervention tools and techniques for the prevention, diagnosis and intervention in communication, language and orofacial functions in children
- ♦ Examine the psychopedagogy of child learning and the intervention methods used in early intervention to support the integral development of the child
- ♦ Analyze the history and evolution of Early Intervention, as well as its current situation in the context of speech therapy intervention
- ♦ Promote inter- or transdisciplinary work in Early Intervention teams, focused on the family and the child's environment, in current intervention models

05

Career Opportunities

Professionals will be able to work in pediatric clinics, early intervention centers, children's hospitals and clinics specializing in the diagnosis and treatment of developmental disorders. In addition, they will be prepared to work in interdisciplinary teams in collaboration with psychologists, speech therapists and educators, in the design and implementation of intervention programs for children with specific needs. They will also have the opportunity to take on roles in preparing and guiding families, contributing to research on neurodevelopment and participating in public policies related to Child Health and Education.





“

Physicians who complete this program in Early Childhood Education and Care will significantly expand their career opportunities, opening up new opportunities in key areas of child development”

Graduate Profile

Graduates will be highly trained professionals capable of comprehensively addressing the challenges of early childhood development. With a focus on health, they will also have a solid knowledge of neurodevelopment, early identification of disorders and effective intervention techniques in areas such as communication, language and cognitive functions. In addition, they will be prepared to work in an interdisciplinary way, collaborating closely with other health and education professionals, as well as with families, to offer comprehensive and personalized support.

They will apply ethical and sustainability principles in their daily practice, contributing to improving the quality of life of children and promoting their optimal development, in both clinical and educational settings.

- ♦ **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. Pediatrician Specialized in Early Care:** Physician with specialized training in the diagnosis, evaluation and treatment of children in their early years, especially in areas related to cognitive, motor and language development.
- 2. Child Neurodevelopment Specialist:** Expert in the study and treatment of neurodevelopmental disorders in children, with a preventive and therapeutic approach.
- 3. Child Health and Education Consultant:** Professional who advises educational institutions, governments and organizations in the development of Early Care policies and programs in Health and Education.
- 4. Coordinator of Interdisciplinary Teams in Early Care:** Expert in charge of coordinating teams that integrate doctors, psychologists, speech therapists and other specialists in the treatment of young children.
- 5. Physician in Early Care Centers:** Professional who works in centers specializing in the care of children with developmental delays or disabilities from an early age.
- 6. Researcher in Neuroscience and Child Development:** Physician who carries out scientific research to deepen the understanding of brain development processes and alterations in the early years of life.
- 7. Director of Early Stimulation Programs:** Physician in charge of directing specialized programs in early stimulation for the cognitive, motor and social development of young children.
- 8. Child Development Consultant in Health and Education Institutions:** Physician who advises both health and educational institutions on the implementation of strategies to improve the development of children in their early years.

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.

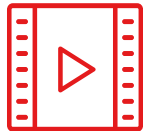
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

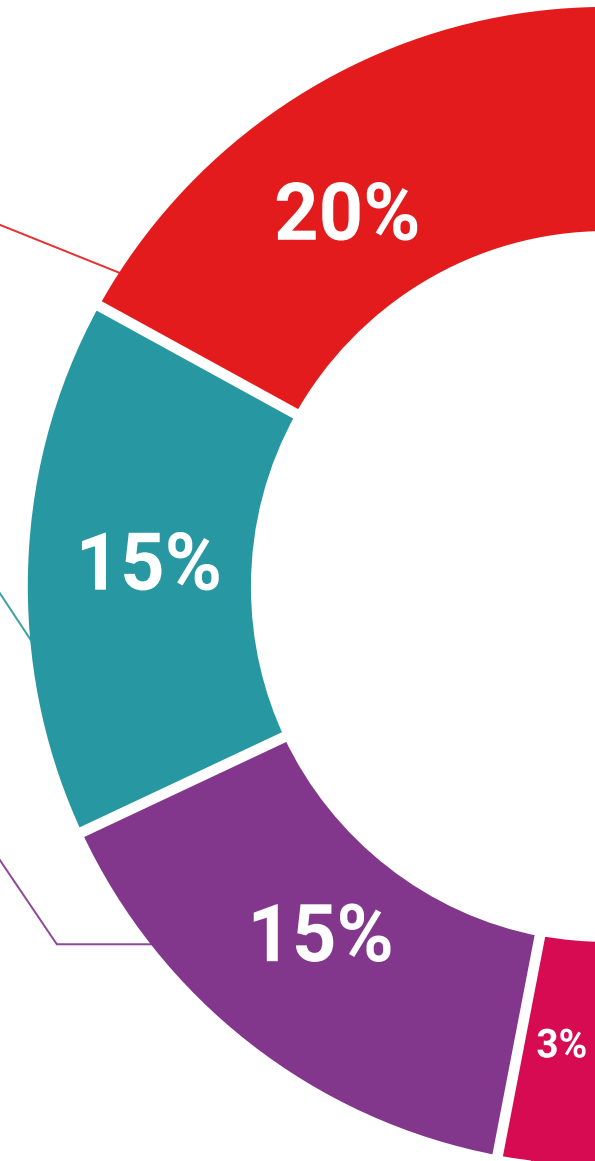
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

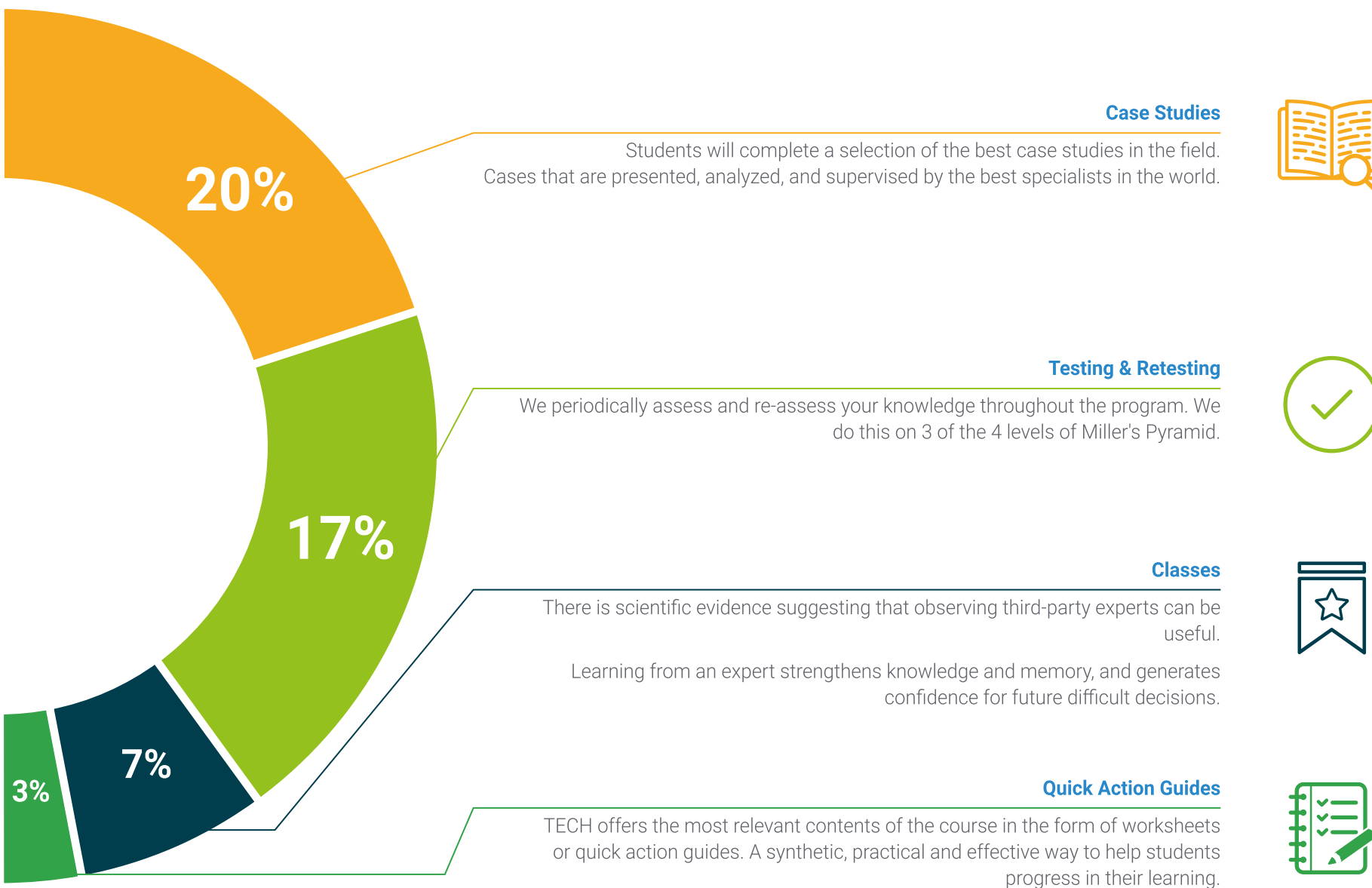
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07 Certificate

This Postgraduate Diploma in Early Childhood Education and Care 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.



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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Early Childhood Education and Care** 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.

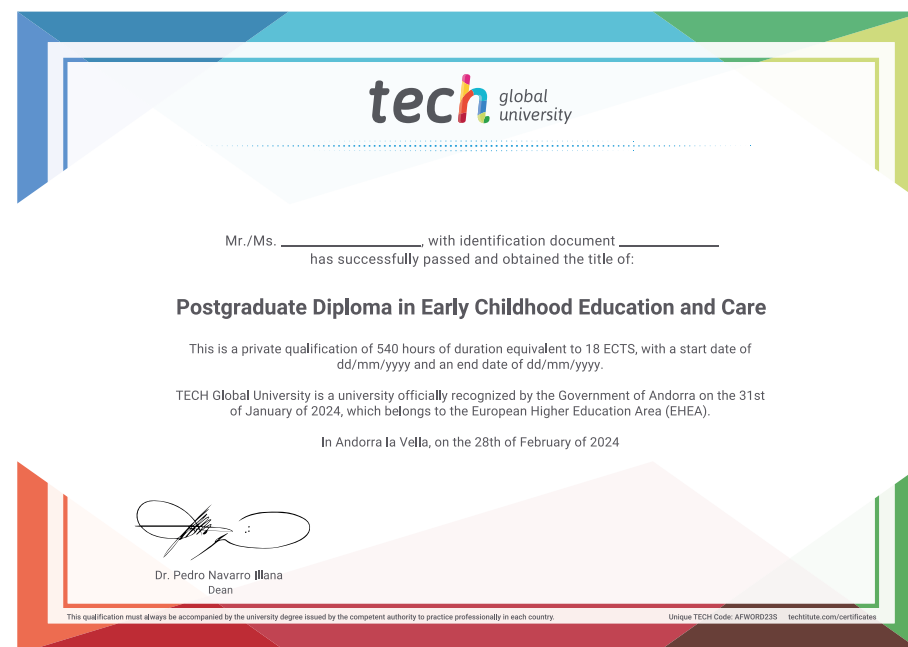
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Early Childhood Education and Care**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma
Early Childhood Education
and Care

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

Postgraduate Diploma

Early Childhood Education and Care

