

Postgraduate Diploma

Assessment of Learning Difficulties



Postgraduate Diploma Assessment of Learning Difficulties

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-assessment-learning-difficulties

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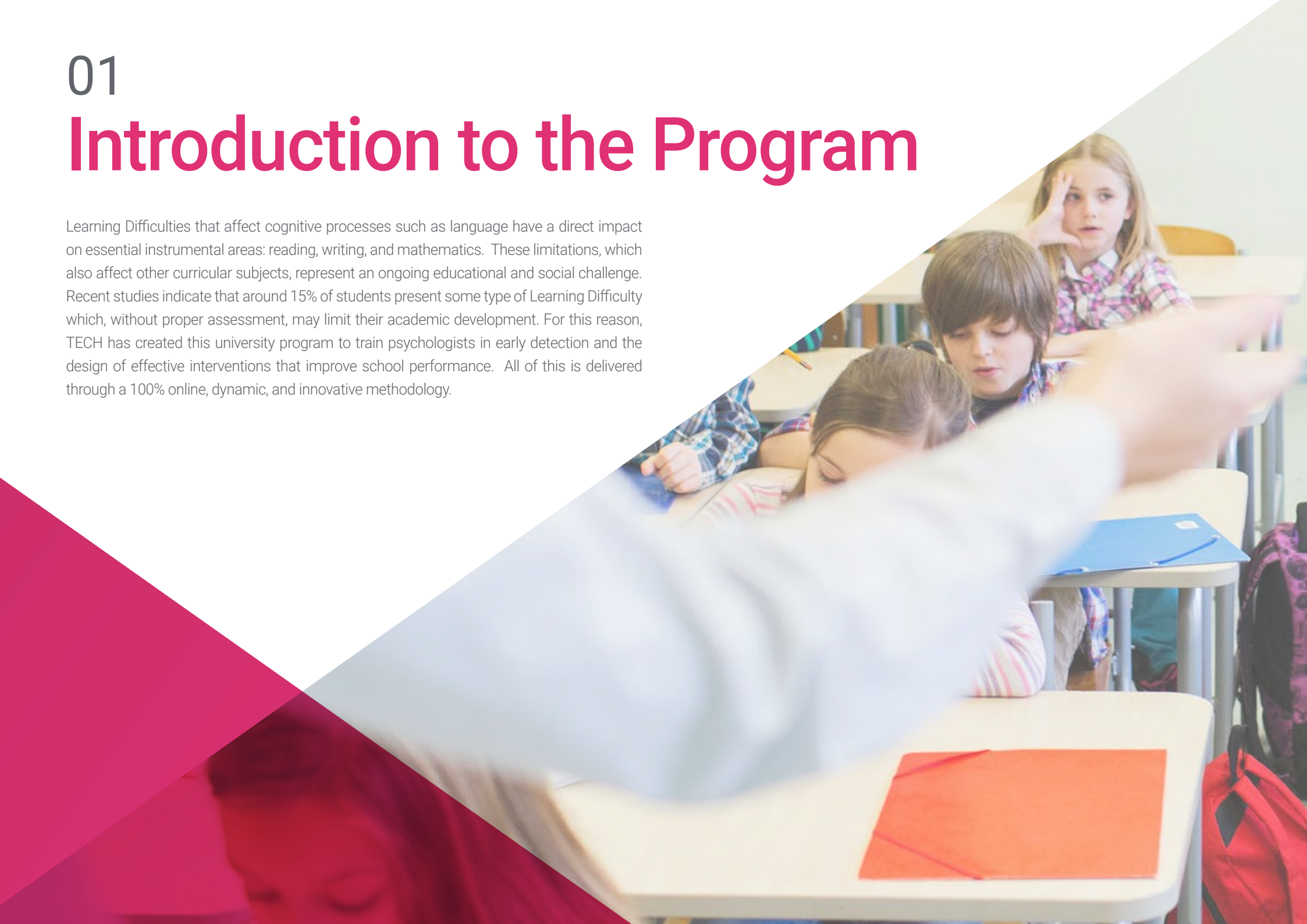
Certificate

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01

Introduction to the Program

Learning Difficulties that affect cognitive processes such as language have a direct impact on essential instrumental areas: reading, writing, and mathematics. These limitations, which also affect other curricular subjects, represent an ongoing educational and social challenge. Recent studies indicate that around 15% of students present some type of Learning Difficulty which, without proper assessment, may limit their academic development. For this reason, TECH has created this university program to train psychologists in early detection and the design of effective interventions that improve school performance. All of this is delivered through a 100% online, dynamic, and innovative methodology.



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*Make flexibility your ally for professional growth!
TECH will give you access to resources available
24/7, offering you the convenience of training
from anywhere in the world”*

Attention to diversity in education is a key challenge for psychology professionals, as students present significant differences in aptitudes, developmental rhythms, learning styles, interests, and socio-cultural contexts. These particularities demand flexible pedagogical planning and comprehensive actions that guarantee the academic and personal development of all students.

In light of this reality, educational systems face the growing demand to create inclusive environments that promote equity, non-discrimination, and respect for individual differences. For this reason, it is essential that professionals in this field have the knowledge and tools needed to identify students' specific needs, intervene effectively in the socio-family context, and offer solutions at both personal and psychological levels.

In response to these demands, TECH has designed the comprehensive Postgraduate Diploma in Assessment of Learning Difficulties. Through an integral approach, participants will gain specialized knowledge to manage diversity and address academic needs holistically. In this way, professionals will be able to design care plans and strengthen inclusive educational projects within schools.

Along the same lines, the university program features an academic committee composed of experts in clinical, educational, and social fields, who will contribute their experience to meet the specialization needs of psychologists working in interdisciplinary teams. At the same time, the 100% online methodology facilitates access to updated content and flexible learning resources, allowing professionals to advance in their careers without neglecting personal or professional responsibilities. As such, graduates will be fully prepared to face the challenges of a democratic, inclusive education oriented toward the recognition of diversity.

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

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



This 100% online Postgraduate Diploma is the perfect opportunity to learn the latest techniques related to the Assessment of Learning Difficulties"

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You will specialize in the Assessment of Learning Difficulties and master advanced tools for accurate and effective diagnosis”

The faculty includes professionals from the fields of Education and Psychology, who contribute their practical expertise to this program, along with renowned specialists from leading associations 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 acquire key competencies in psychoeducational intervention, designing inclusive strategies adapted to students' needs.

You will strengthen your professional profile with updated knowledge in attention to diversity and learning processes.



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.



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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

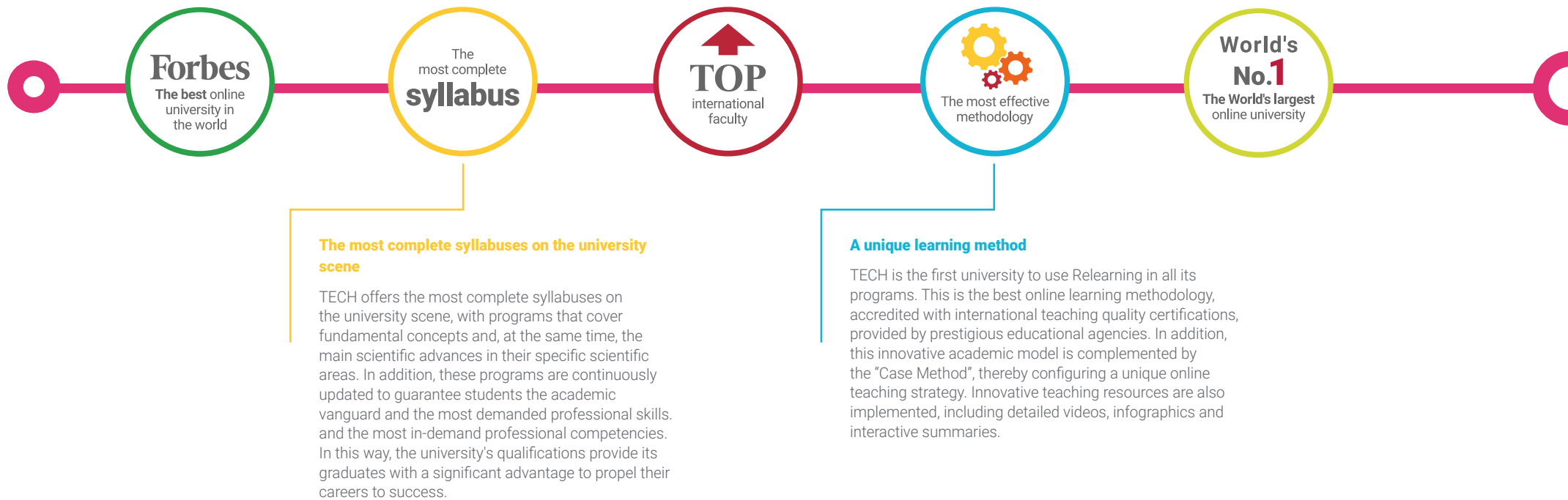
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer 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 Wistuba, 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 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 content of this Postgraduate Diploma has been developed by a team of specialists in psychopedagogy and inclusive education, ensuring a comprehensive and up-to-date approach. Accordingly, the syllabus covers everything from the theoretical and methodological foundations of attention to diversity to the historical, conceptual, and classificatory analysis of learning difficulties, integrating psychological, pedagogical, and social perspectives. In addition, it delves into diagnostic and assessment processes, highlighting techniques, instruments, and interdisciplinary approaches for the identification and support of specific educational needs.





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With this comprehensive syllabus, you will immerse yourself in educational psychology, pedagogy, and holistic attention to school diversity”

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

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological, and Pedagogical Foundations of Attention to Diversity and Learning Difficulties in Children
 - 1.2.1. Basic Definitions
 - 1.2.1.1. Psychology and its Foundations
 - 1.2.1.2. Pedagogy and its Foundations
 - 1.2.1.3. Educational Process
 - 1.2.1.4. Teaching-Learning Process
 - 1.2.2. Contributions of Psychology to Pedagogy as a Science
 - 1.2.2.1. In the Theoretical Order
 - 1.2.2.2. In the Methodological Order
 - 1.2.2.3. In the Practical Order
 - 1.2.3. Influence of Educational Psychology in Learning Difficulties
 - 1.2.3.1. The Behavioral Perspective
 - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
 - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science Facing the Challenges of Diversity Education and the Care of Children with Learning Difficulties
 - 1.3.1. Object of Study of Psychopedagogy
 - 1.3.2. Categorical System of Psychopedagogy
 - 1.3.3. Principles of Psychopedagogy
 - 1.3.4. Challenges of Psychopedagogy in the 21st Century
- 1.4. Psychopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
 - 1.4.1. Basic Definitions
 - 1.4.1.1. Personality and Its Origins
 - 1.4.1.1.1. Biological Factor
 - 1.4.1.1.2. Innate Factor
 - 1.4.1.1.3. Hereditary Factor
 - 1.4.1.1.4. Genetic Factor





- 1.4.1.2. Cognitive Development and Its Theoretical-Practical Importance in the Attention to LD
 - 1.4.1.2.1. Organic Aspect
 - 1.4.1.2.2. Maturing Aspect
 - 1.4.1.2.3. Functional Aspect
 - 1.4.1.2.4. Social Aspect
 - 1.4.1.2.5. Educational Aspect
- 1.4.1.3. Learning
 - 1.4.1.3.1. Approach to Its Conceptualization
 - 1.4.1.3.2. Necessary Conditions for Learning
- 1.4.2. Psychopedagogical Characteristics of the Primary School Student
 - 1.4.2.1. 6-8 Years Old Child
 - 1.4.2.1.1. First Grade Child
 - 1.4.2.1.2. Second Grade Child
 - 1.4.2.2. 8-10 Years Old Child
 - 1.4.2.2.1. Third Grade Child
 - 1.4.2.2.2. Fourth Grade Child
 - 1.4.2.3. 10-12 Years Old Child
 - 1.4.2.3.1. Fifth Grade Child
 - 1.4.2.3.2. Sixth Grade Child
- 1.5. Learning as an Individual and Social Process
 - 1.5.1. Cognitive Strategies
 - 1.5.2. Learning Strategies
 - 1.5.3. Remembering Strategies
 - 1.5.4. Retention Strategies
 - 1.5.5. Evocation Strategies
 - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
 - 1.6.1. Approach to Its Definition
 - 1.6.1.1. Teaching-Learning Process
 - 1.6.1.2. Developmental Teaching-Learning Process
 - 1.6.3. Characteristics of the Developmental Teaching-Learning Process
 - 1.6.4. Potentials of the Developmental Teaching-Learning Process

- 1.6.5. Cooperation, the Necessary Condition in the Teaching-Learning Process
 - 1.6.5.1. Cooperative Learning
 - 1.6.5.1.1. Definition
 - 1.6.5.1.2. Types of Cooperative Groups
 - 1.6.5.1.3. Characteristics of Cooperative Learning
- 1.6.6. Forms of Participation in Cooperative Learning
 - 1.6.6.1. In the Classroom
 - 1.6.6.2. In Other Learning Spaces in the School
 - 1.6.6.3. In the Family
 - 1.6.6.4. In the Community
- 1.6.7. Structure of a Cooperative Learning Class
 - 1.6.7.1. Moment of Initiation
 - 1.6.7.2. Moment of Development
 - 1.6.7.3. Moment of Closing
- 1.6.8. Creation of Favorable Environments for Learning

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

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

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

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

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

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

Developmental Levels of Students with Learning Difficulties

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



You will increase your career opportunities in the educational, psycho-pedagogical, and socio-family fields with a university qualification of international prestige"

04

Teaching Objectives

This university program will provide psychologists with the knowledge and skills necessary to identify, diagnose, and address Learning Difficulties in a comprehensive manner. To achieve this, the curriculum covers the theoretical and methodological foundations of attention to diversity, the classification and historical evolution of these difficulties, as well as the most current assessment techniques. In addition, it emphasizes the application of inclusive and innovative pedagogical strategies grounded in evidence. Altogether, this program will enable graduates to promote educational equity and optimize learning processes in diverse school contexts.



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*You will benefit from a 100%
online methodology, with access
to multimedia resources and
content available 24 hours a day”*

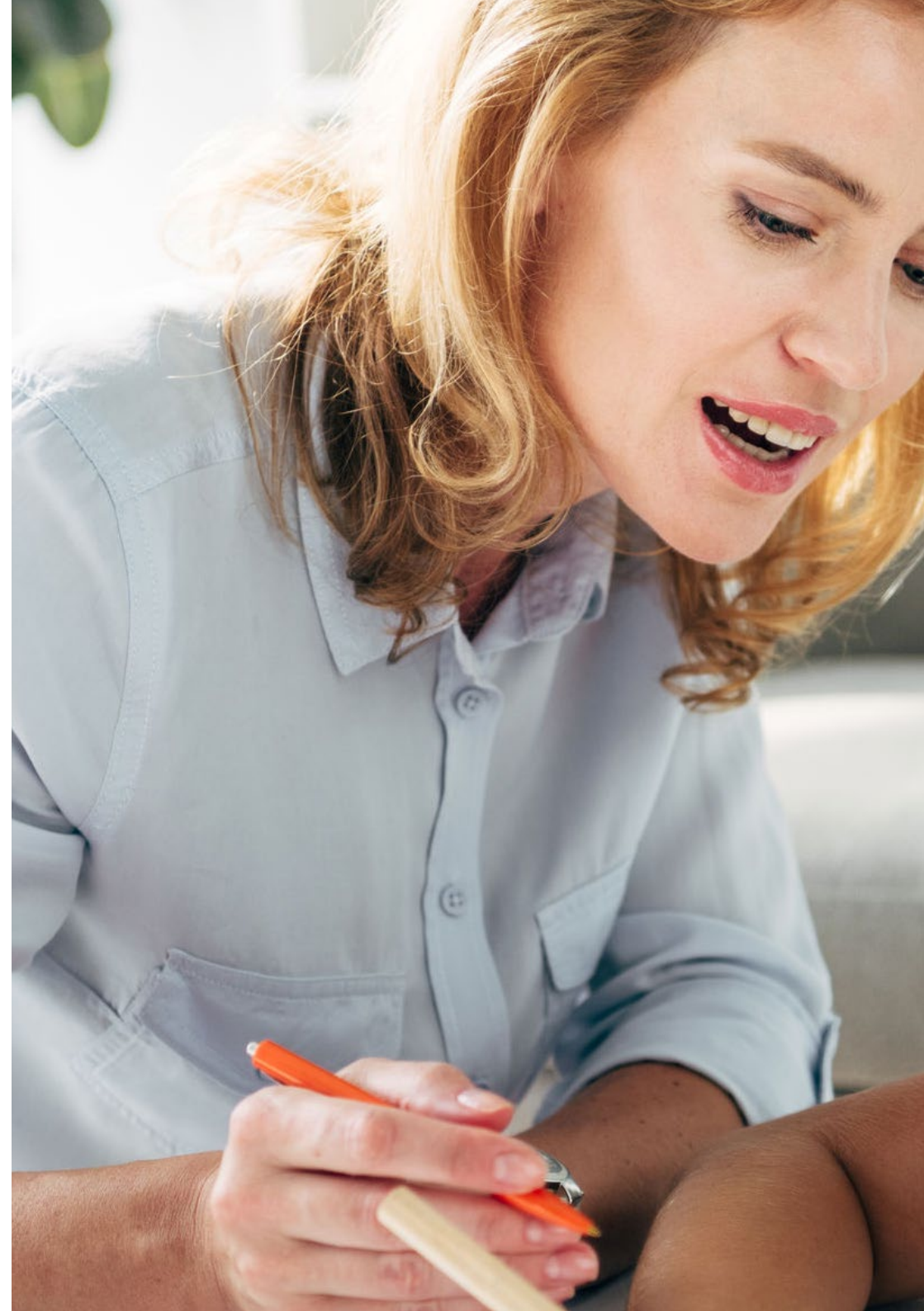


General Objectives

- ♦ Understand the theoretical, methodological, and contextual foundations that support Attention to Diversity and intervention in Learning Difficulties
- ♦ Analyze the different types of Learning Difficulties from a critical, integrative, and multidisciplinary perspective
- ♦ Develop skills for diagnosis, assessment, and educational intervention tailored to the specific needs of students
- ♦ Apply innovative pedagogical strategies that promote inclusion and equity in the school environment
- ♦ Integrate knowledge of language development, reading, writing, and mathematical thinking as key components of learning
- ♦ Design inclusive and sustainable educational proposals, grounded in evidence and adapted to contemporary challenges



Take advantage of this opportunity to train with a university program that adapts to your schedule and personal commitments, ensuring the professional advancement you need"





Specific Objectives

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

- ♦ Identify the theoretical frameworks that support Attention to Diversity in school contexts
- ♦ Analyze current methodological approaches for understanding and addressing Learning Difficulties

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

- ♦ Examine the historical evolution of Learning Difficulties and their main explanatory models
- ♦ Classify the different types of difficulties based on updated scientific criteria

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

- ♦ Explore assessment techniques and tools to detect specific educational needs
- ♦ Critically reflect on diagnostic processes and their implications for educational intervention

05

Career Opportunities

This Postgraduate Diploma represents a unique opportunity for psychologists seeking to specialize in the Assessment of Learning Difficulties, a key area in the academic and social development of children and adolescents. With the knowledge acquired, graduates will expand their career opportunities and play an essential role in early identification and high-quality educational intervention.



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You will apply advanced psychoeducational assessment tools and develop innovative strategies to address diversity in the school environment, contributing to students' holistic development”

Graduate Profile

Graduates will be equipped to identify, analyze, and assess learning difficulties from a biopsychosocial perspective, proposing solutions tailored to the specific needs of each student. They will also acquire the skills to design psychoeducational reports, collaborate with interdisciplinary teams, and develop effective educational intervention plans. In addition, these specialists will be prepared to guide families, teachers, and educational communities, strengthening inclusive and equitable education.

You will be able to work as an evaluator of learning difficulties in educational centers, advising on personalized intervention strategies and diversity support projects"

- ♦ **Comprehensive Psychoeducational Assessment:** apply advanced tools and methodologies in the identification of learning difficulties, ensuring accurate diagnoses and effective intervention strategies
- ♦ **Design of Educational Intervention Plans:** create personalized proposals that promote inclusion, adapting pedagogical projects to students' specific needs
- ♦ **Psychoeducational Guidance and Support:** provide direct assistance to students, families, and teaching teams, fostering social integration and academic development in diverse settings
- ♦ **Interdisciplinary Collaboration:** work with professionals in education, psychology, and social fields to strengthen comprehensive responses to learning difficulties





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

- 1. Psychoeducational Assessment Specialist:** responsible for administering diagnostic tests and preparing comprehensive reports on students' learning difficulties.
- 2. Educational Counselor:** identifies academic and emotional support needs and designs personalized intervention strategies.
- 3. Consultant in Diversity Support:** collaborates in the development of inclusive plans and policies for educational institutions.
- 4. Advisor on School Inclusion Projects:** coordinates programs aimed at providing comprehensive support for students with learning difficulties.
- 5. Researcher in Applied Psychoeducational Studies:** conducts research and develops new approaches to educational assessment and intervention.
- 6. Coordinator of Interdisciplinary Teams:** leads professional groups working on the detection and support of special educational needs.
- 7. Designer of Teacher Training Programs:** responsible for delivering workshops and courses on assessment and inclusive strategies.
- 8. Socio-Educational Consultant:** guides families and communities in addressing learning difficulties and their impact on the social environment.



You will become a benchmark in psychoeducational assessment and contribute to building a more inclusive, high-quality education"

06

Study Methodology

TECH Euromed University is the first in the world to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This innovative 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 moving away from more conventional methodologies.



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

The student: the priority of all TECH Euromed University programs

In TECH Euromed University's study methodology, the student is the main protagonist. The teaching tools for each program have been carefully selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions on the labor market.

With TECH Euromed University's asynchronous educational model, students have the flexibility to choose when and how much time they dedicate to studying, as well as how they establish their routines, and all this from the comfort of their preferred electronic device. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities can be completed at a time that is convenient for the student, allowing them to decide when and where they want to study.

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



The most comprehensive study plans at the international

TECH Euromed University is distinguished by offering the most complete academic itineraries on the higher education landscape. 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 enable students to keep up with market changes and acquire the skills most valued by employers. As a result, those who complete their studies at TECH Euromed University receive a well-rounded education that provides them with a significant competitive edge to advance their careers.

Moreover, they can access their studies from any device-PC, tablet, or smartphone.

“*TECH Euromed University'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 Euromed University. 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 Euromed University, 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 Euromed University 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 Euromed University 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 Euromed University 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 Euromed University 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 Euromed University 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

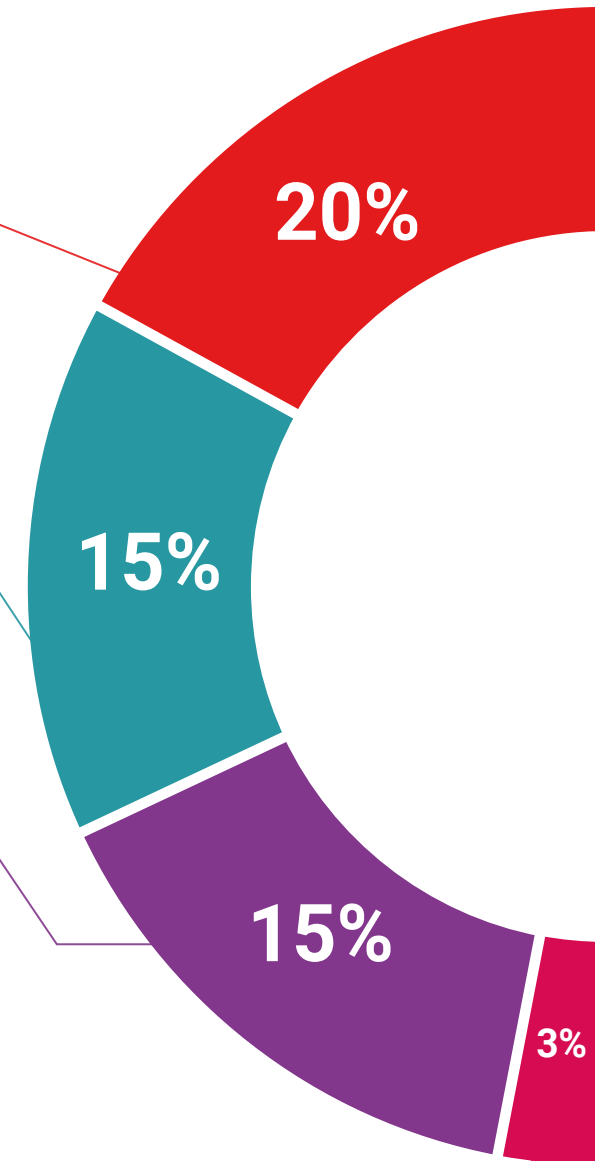
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

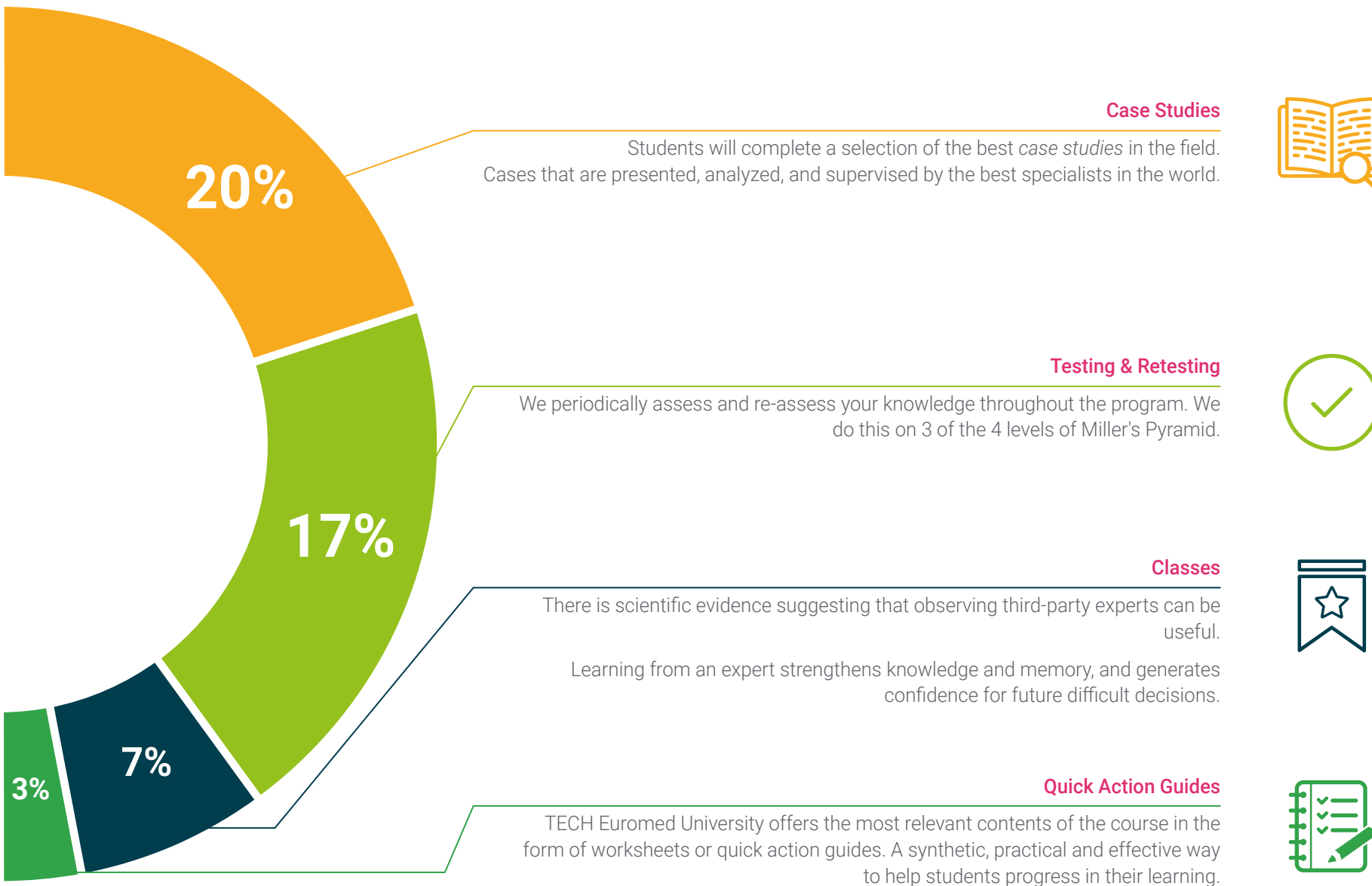
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

Teaching Staff

The leading specialists in Learning Difficulties and Attention to Diversity have come together to design this Postgraduate Diploma, offering psychologists transdisciplinary training that fosters the transfer of knowledge across different areas. This group of experts, fully aware of the importance of teaching in this field, has created a comprehensive academic pathway specifically designed to help graduates acquire key competencies. In this way, they will be prepared to successfully work with children and adolescents with learning difficulties, effectively supporting their cognitive development.



“

You will be trained by leading specialists in Attention to Diversity. What are you waiting for? Enroll now and take your professional career to the next level!”

Management



Dr. Moreno Abreu, Milagros Josefina

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



08

Certificate

The Postgraduate Diploma in Assessment of Learning Difficulties guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 **Postgraduate Diploma in Assessment of Learning Difficulties** endorsed by **TECH Global University**, the world's largest online university.

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

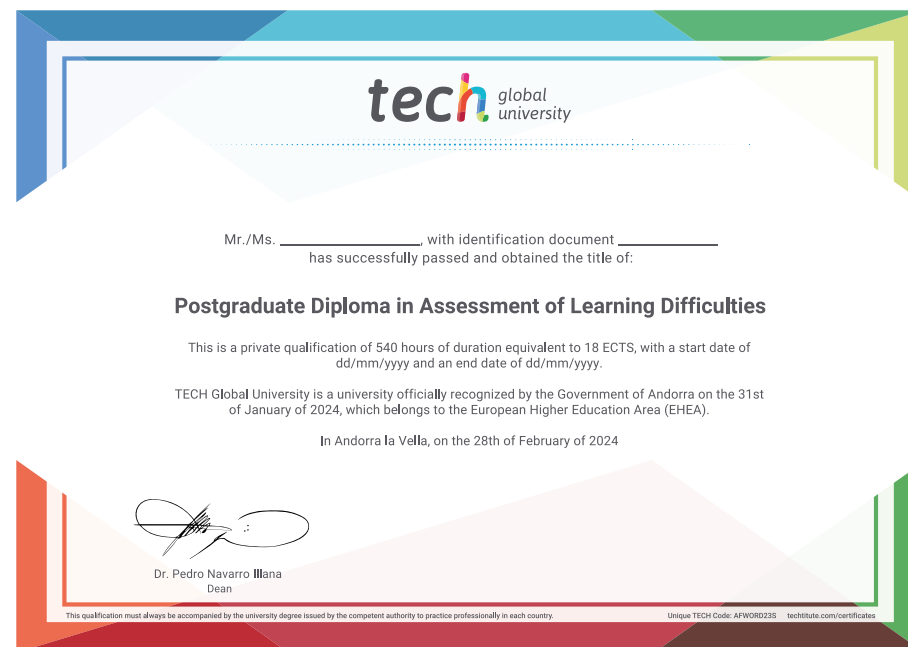
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma Assessment of Learning Difficulties

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

Postgraduate Diploma

Assessment of Learning Difficulties

