The Tizard Centre is one of the leading UK academic groups working in learning disability, autism and community care. Members of the Centre are selected both for their academic record and for their practical experience in services. The Centre provides short courses, degree and diploma programmes at the University of Kent’s Canterbury campus, and also undertakes an extensive programme of consultancy and research.

As part of the School of Social Policy, Sociology and Social Research (SSPSSR), the Centre received top ratings in the most recent Research Assessment Exercise. Our staff are recognised national and international authorities, writing books and articles that define the fields in which they work, contributing to the formation and analysis of policy and acting as leading commentators on contemporary learning disability and autism developments.

Staff have a variety of disciplinary backgrounds, employ a wide range of methods and are committed to providing a supportive environment for postgraduate students that emphasises the application of knowledge to professional practice.

Excellent research culture

The Tizard Centre is a founder member of the National Institute for Health Research (NIHR) School for Social Care Research. The School has provided £1.2 million of research funding to the Centre over the last three years. Centre members have also attracted research funds from the Department of Health, the Big Lottery, the European Community and many smaller funders. We regularly conduct research in collaboration with service providers and commissioners. Our research covers a broad range of areas of relevance to the lives of people with intellectual disabilities or autism, including challenging behaviour, deinstitutionalisation, sexuality and offending.

Centre staff take part in international symposia and research projects and act as consultants and advisers to Government departments, professional organisations, research funding bodies and learned journals. Members of the Centre play leading roles in European and international research networks.

Every postgraduate student in the Centre benefits from an unparalleled research culture, first-class teaching and individually tailored supervision. SSPSSR is part of the Economic and Social Research Council (ESRC)-funded South East Doctoral Training Centre. With academic seminar series, workshops and a Global Skills Award on offer, plus the opportunity to work with world-class academics, we welcome you to a unique academic environment dedicated to helping you realise your potential.

The Centre hosts regular research seminars with invited speakers throughout the academic year. Postgraduate students are encouraged to attend. We also hold an Annual Lecture given by an eminent speaker.

Flexible and innovative programmes

All our postgraduate programmes combine flexibility and coherence, and offer you a first-class, advanced level learning experience. Postgraduate certificate students complete coursework over one or two years. Postgraduate diploma students combine coursework with a dissertation, again usually over one to two years. Master’s students combine coursework with a longer dissertation in one year (full-time) or two years (part-time). Some programmes have a placement option allowing students to gain supervised experience enabling them to apply what they are learning and improving their future employability. We also offer distance learning options for the MA, PG Diploma and PG Certificates in Intellectual and Developmental Disabilities and Autism Studies.

Research programmes are also offered in three formats – the one-year MA by Research; the two-year MPhil; and the three-year PhD – and can be taken part-time over longer
exercises. All modules are supported by a wide range of materials on Moodle, the University’s virtual learning environment, and most lectures are videoed and accessible via Moodle. The library offers excellent access to books and online resources.

Campus-based students meet their supervisor regularly during workshops. All distance learning students have an assigned supervisor who provides them with support by email, telephone and online. Distance-learning students can also meet their supervisor in person if they live within travelling distance.

A supportive environment and a global outlook
Based at an idyllic campus in the historic city of Canterbury, the Tizard Centre prides itself on the support it provides to its postgraduate students. Favoured by its strategic location – in a beautiful, green setting, within easy reach of London, Brussels and Paris – the Centre is cosmopolitan in its outlook. We welcome a high proportion of international postgraduate students, conduct research across the world and challenge students to think globally in our classes.

Funding and teaching opportunities
The Tizard Centre’s postgraduate research programmes are eligible for Economic and Social Research Council (ESRC) studentship funding. Each year the Centre offers one doctoral studentship. Granted on a competitive basis, this award not only provides significant financial support but also offers you the opportunity to acquire teaching experience – a crucial requirement if you are planning an academic career.

“A Master’s from the Tizard Centre is a specialist, vocational qualification that I have found is highly regarded; it increases employment opportunities in a range of services and is a stepping stone for future development.”

Scott Bartle
MA Intellectual and Developmental Disabilities
As a PhD student you do some teaching, how is that?

I love lecturing. Tizard students vary a lot in age and background so you learn how to interact with a range of people and how to get those people to work together. This year, I am also supervising three Master’s students, all of whom are working on sleep-related projects – in fact, one is working on an empirical project that is a follow-up to my PhD project.

I have spoken to undergraduate students at Kent, to encourage them to volunteer to work on Tizard’s projects. It is good experience for them and a good opportunity for students to work together.

It has all been fantastic experience and will look great on my CV. Most importantly though, it has made me realise that I want to work in academia – and to do so at Tizard would be wonderful.

Any advice for someone thinking of studying for a PhD?

Find a supervisor you can work with and a place to study where you will be supported. Studying for a PhD is a step up, even from a Master’s; you have to be passionate about your research, you need drive and determination and you have to be prepared to work hard. Your research becomes an obsession, you think about it all the time, planning the next step. It is incredibly rewarding though and a fantastic experience to see your research proposal come to life.

Paraskevi Triantafyllopoulou is in her third year studying for a PhD in Clinical Psychology of Learning Disability.

Why did you choose to study at the Tizard Centre?

Tizard has an excellent reputation as a specialist centre for work with people with intellectual disabilities. I knew that studying here would be challenging but I felt that having a PhD from Tizard would open doors. Specifically, I wanted to work with Professor Glynis Murphy and Peter McGill, who are highly respected in the field.

Tell us about your research.

My research combines two passions of mine. I am interested in sleep and studied it as part of my Master’s, during which I was introduced to the field of intellectual disability which fascinated me. So, I am studying how sleeping patterns in adults with intellectual disabilities affect their behaviour.

For my first study, I wanted to investigate whether sleep problems in adults with intellectual disabilities led to more challenging behaviour and whether people with more severe intellectual disabilities were more likely to have sleep problems than others. I wanted to get the carers’ views so asked them to complete a questionnaire. Based on the results of that survey, we moved on to the second stage of the research, where we are offering psychological sleep treatment to those people highlighted as being most in need. We are conducting a randomised control trial and the hope is that if the psychological intervention is successful, it will become the first line of treatment, as an alternative to sleeping tablets.

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Scott Bartle is studying for an MA in Intellectual and Developmental Disabilities.

Why did you choose to study at the Tizard Centre?
I chose to study at Tizard because it gave me the opportunity to learn directly from eminent academics. The flexibility of the course also appealed to me; attending an intensive week-long workshop once a month gave me the opportunity to immerse myself in the subject. I was able to run my life in a way that more traditionally structured postgraduate courses don’t allow. This is respectful of postgraduate students as consumers as well as adult learners, as it acknowledges that our time is valuable.

How would you describe your fellow students?
The cohort of students on my course is diverse in age, experience, profession and opinion, which leads to lively and engaging debates. I have particularly enjoyed hearing the reflections of others, especially those from other disciplines. It has been an opportunity to gain an understanding of their perceptions, which is not often possible within the constraints of an employment setting. The modules complement each other well and give you a thorough understanding of issues from an individual, service and societal perspective.

What is the level of support like here for postgraduates?
The level of support provided by the staff within Tizard has been great, wider support from the University is also available and accessible.

What are you doing now?
I am employed as an Assistant Psychologist within Learning Disability Services and am enjoying applying what I have learnt through the course in my day-to-day work.

Lois Tozer is studying for an MSc in Analysis and Intervention in Intellectual and Developmental Disabilities.

What are you particularly enjoying about your time here?
Having access to a vast wealth of knowledge in the subject area via the Templeman Library and especially the online journal library. As an undergraduate in psychology, I developed some knowledge around research methods, but this course has sharpened them and I am now developing a working relationship with statistics that has surprised me!

What do you think of the facilities at Kent?
The campus is well appointed and has lots of facilities (coffee, snacks, fancier meals, postgraduate and general study areas). There are always places to meet as student groups and work, you are not confined to your school when breaking off to discuss ideas.

Do postgraduate and undergraduate study differ?
Enormously! Postgraduate study rightly expects you to seek and find wider knowledge for yourself. Tutors are experts in their field and present powerfully and often quite speedily. As a student, you need to be great at note taking, picking up on the signposts offered and following them up. The quantity of reading to support the course is extremely demanding, but necessary so that you build up the breadth of knowledge expected from a postgraduate. My first degree was more general, whereas this course is focused on the area I want to become expert in. It is giving me the opportunity of a lifetime to become the practitioner I want to be.

How do you think your studies will affect your employment prospects?
I believe my time at Kent will greatly enhance my employment prospects in the area I want to work in. As a mature student, my primary aim was to work in a particular way – using applied behavioural analyst methodology. I feel I will be in a better position to secure such roles and feel in a stronger position to consider self-employment options.

Any advice for those thinking about taking this course?
Get the reading lists for each module early, look for bargains at the bookstore and read them. Put course time aside as your time; it is a demanding course, but you will learn so much, so be a strict time manager.
Tell us about your current role.
I am a Consultant Behaviour Analyst for a company called Dimensions, which provides support for people with learning disabilities and people on the autism spectrum. We are brought in when a person's behaviour is challenging and the team need more support. Initially, we work with the whole team to identify whether there are any simple things we can do immediately to help. Following this initial meeting, we write a behaviour support plan and then train the team on how to implement it. We monitor implementation of the plan and if necessary, do a more in-depth assessment and update the behaviour plan to reflect that.

I have been working in this role for almost three years, it is challenging but I really enjoy it. I am very motivated because I am doing something I always wanted to do, it is worthwhile and can make a difference to people's lives.

What are your future plans?
I am happy working in my current role, but I would like to qualify as a Board Certified Behaviour Analyst at some time in the future.

What advice would you give to someone thinking of doing this course?
Expect it to be tough; it will take up a lot of your time, but it will be worth it in the end. For me it has made a huge difference because it has meant that I can do the job I always wanted to do, but didn't have the qualifications for before.

Susie Jenni graduated in 2009 with an MSc in Analysis and Intervention in Intellectual and Developmental Disabilities; she now works as a Behaviour Analyst.

Why did you decide to study at Tizard?
I was attracted to Tizard's programme because it included two placements. I thought this practical element would be very useful and it has been.

How did the course go?
Very well. I studied full-time: it was a very intense year. I attended Tizard for four days once a month and really enjoyed the lectures and seminars. The people who taught us had lots of practical experience so you didn't feel that you were being taught by people who knew the theory, but not how it worked in practice. We also had people coming in from outside to talk to us, which was very useful.

We were a fairly small group of students, but there was a range in terms of age, background, work experience and aspirations. We got on well and would meet in the library to work on group projects.

How did your placements go?
The placements are one of the great things about the Tizard course; they relate directly to the work and you can match theory to reality, which gives you an advantage over people whose courses didn't offer them.

The first was a service placement. There are often competing demands on care providers, the Care Quality Commission might be asking them to work on one area, their employer another and the people they are supporting have very particular needs which must be met. Care managers have to balance all these things. Our job was to look at a particular service and identify where there were issues that were preventing them from offering the residents the best and most appropriate support. I learnt a lot about facilitating change by looking at all the different issues that impact on the service provided, which has been really useful in my current role.

My second placement was a clinical placement, where I worked within a Clinical Psychology team for six months. I had a caseload and had to write a case study; it was a great way of pulling everything I had learnt together. Sometimes you understand something in theory but then, when you come to do it in practice, you realise that you need more support, so it was very useful from that point of view.

Why did you want to go into this kind of work?
I have always really enjoyed finding out what makes people tick. I studied psychology but didn't want to go down the clinical psychology route. In the past, I worked with people with challenging behaviour and really enjoyed it, so I decided to work towards becoming a Behaviour Analyst.

GRADUATE PROFILES
Gina Skourti completed her MSc in Analysis and Intervention in Intellectual and Developmental Disabilities in 2010. She is now working as a Behavioural Support Practitioner.

Why did you choose Tizard?
I have always been interested in people with learning disabilities and autism. I studied Special Education in Greece and as part of my studies I visited an institution for people with learning disabilities. It made me feel sad and angry that people were living in such circumstances and I wanted to help them. During my research project I found out about the Tizard Centre; I was inspired by its work and decided it was the best place for me to continue my studies. I came to Tizard for an interview and I loved the campus and the city of Canterbury.

What attracted you to the course?
I wanted to meet the people who are recognised as leaders in the field of learning disability. Also, the range of modules on offer was excellent and I was impressed that students completed two placement opportunities as part of their MSc. The experience gained through a placement is very important for all students but for me, as a non-UK student, to get an understanding of how the care system works in the UK was invaluable.

Did you enjoy your course?
I enjoyed my postgraduate studies, but studying full-time was really hard work and as English is not my first language the course was even more challenging for me. However, the lectures were always so inspiring that my motivation to work hard remained very high.

The lecturers were supportive and respectful, treating the students as colleagues, which was very different to the system I was used to. During my research project my supervisor helped me significantly, supporting me throughout my dissertation.

How did your course lay the foundations for your career?
During my clinical placement, I realised that this work was exactly what I wanted to do in the future. This experience and the theoretical knowledge I gained led me to my chosen career path as a behavioural specialist.

Could you describe your career path since leaving Tizard?
I have been working as a senior Behavioural Support Practitioner with adults with learning disabilities and have recently started working to gain accreditation as a Behaviour Analyst.

My role is community based and offers new challenges every day. My responsibilities include: conducting thorough assessments of people’s needs; attending multidisciplinary meetings; planning and delivering training; and devising positive behaviour support plans and guidelines for people whose behaviour is considered challenging. I really enjoy my job and like being community based.

What are your future plans?
I’m hoping to become an accredited Behaviour Analyst and then I’m looking forward to going back to the Tizard Centre as a PhD student. My dream is to close down the institutions, with some help from the people who first led the way in deinstitutionalisation!

Do you have any other happy memories of Kent that you would like to share?
I will always remember when I was discussing my wish to close institutions with one of my lecturers, telling him of my concern that it would not be possible for me to accomplish this dream. He just turned to me and said: ‘You are part of the Tizard family now. We will help you to accomplish your dreams.’ That was inspiring and still reminds me why I chose this career and why I want to return to Tizard.

Also, living on campus with other postgraduate students led to an active social life. The best part was visiting the countryside and the sea during spring/summer time!

Finally, what advice would you give to graduates thinking of coming to Kent?
Just enjoy your time at Kent! All the effort you make and the time you invest will be worth it in the long term.
IMPRESSIVE CAREER PROSPECTS

A postgraduate qualification from Kent opens up a wealth of career opportunities by providing an impressive portfolio of skills and specialist knowledge.

As well as providing a first-rate academic experience, we want you to be in a position to face the demands of a tough economic environment. Employers recognise that a postgraduate qualification demonstrates a wide range of skills. At Kent, we provide a comprehensive package of skills development training programmes, careers advice, and volunteering and paid work opportunities to help enhance your career prospects.

Skills training
During your programme, you acquire a high level of academic knowledge and specialist practical skills. Kent also helps you to develop key transferable skills that are essential within the competitive world of postgraduate employment, such as the ability to adapt to challenges, analyse complex real-world problems and develop original ideas that can be applied to all aspects of employment.

Key transferable skills
Employers are looking for highly advanced skills that will enable postgraduate students to operate effectively at a senior level and go on to successful careers in health, social care and education. As well as enhancing your subject knowledge and expertise, postgraduate study at Kent enables you to: engage with complex issues and questions; think critically and independently about your object of study; develop learning, research and organisational skills; and communicate your knowledge and insights to peers, academic supervisors and those without academic training.

The Graduate School
The Graduate School co-ordinates the Researcher Development Programme for research students, in which you can access a wide range of lectures and workshops. These provide training, personal development planning and career development skills. The Graduate School also delivers the Global Skills Award programme for students following taught programmes of study, which is specifically designed to consolidate your awareness of current global issues and improve your employment prospects.

Exciting career options
Kent has an excellent record for postgraduate employment: over 90% of our postgraduate students who graduated in 2011 found a job or further study opportunity within six months. Tizard qualifications are respected and recognised by organisations involved in providing or arranging services for children and adults with intellectual and developmental disabilities. Our graduates have excellent prospects of securing employment in a range of settings (eg adult support providers, schools for children with autism, health and social care agencies etc) using their skills and knowledge to work effectively with individuals and their families, support and train other staff and conduct evaluation or research projects. If you are already in employment (doing your course part-time) you can expect to increase your prospects for promotion.

Careers and Employability Service
Our Careers and Employability Service can help you to plan for your future by providing one-to-one advice at any stage in your postgraduate studies. It also provides online advice on employability skills, career choices and applications, and interview skills.

DID YOU KNOW?
The University of Kent is ranked 22nd out of 120 higher education institutions in The Guardian University Guide 2013.
There are four taught postgraduate programmes on offer, all of which are related and share some of their modules. Below is an explanation of what each degree programme offers.

Analysis and Intervention in Intellectual and Developmental Disabilities (MSc/PG Diploma)

This programme is particularly focused on supporting the development of practitioners who can work effectively both with individuals with intellectual and developmental disabilities (including people with autism) and with organisations that provide or arrange support for individuals. Placements provide supervised experience in applying the knowledge gained from academic modules to everyday realities.

Course content

Students take five academic modules, participate in two placements and (if doing the MSc) carry out an empirical dissertation.

Modules

- Behaviour Analysis and Intervention
- Extended Essay
- Practical Placements
- Research Methods
- Research Project in Intellectual and Developmental Disabilities
- Service Issues in Intellectual and Developmental Disabilities
- Social Psychology of Intellectual and Developmental Disabilities

Assessment

Assessment is by coursework, examination, dissertation and practical performance on placements.

Mode of study

This programme may be studied full-time (one year) or part-time (two years). You attend teaching on the Canterbury campus and participate in off-campus placements.

Intellectual and Developmental Disabilities (MA/PG Diploma/PG Certificate)

This programme provides the academic background necessary for good practice both with individuals with intellectual and developmental disabilities (including people with autism) and with organisations that provide or arrange support for individuals.

Course content

Students take five academic modules and (if doing the MA/PG Diploma) carry out a dissertation which may be empirical or library-based.

Modules

- Behaviour Analysis and Intervention
- Extended Essay
- Research Methods
- Research Project in Intellectual and Developmental Disabilities (if doing PG Diploma)
- Extended Research Project in Intellectual and Developmental Disabilities (if doing MA)
- Service Issues in Intellectual and Developmental Disabilities
- Social Psychology of Intellectual and Developmental Disabilities

Assessment

Assessment is by coursework, examination and dissertation.

CONTINUED OVERLEAF
Mode of study
This programme can be studied full-time (one year) or part-time (two years). You may attend teaching on the Canterbury campus or register for the distance learning version of the programme.

Autism Studies (MA/PG Diploma/PG Certificate)
This programme provides the academic background necessary for good practice both with individuals with intellectual and developmental disabilities (especially people with autism) and with organisations that provide or arrange support for individuals.

Course content
Students take five academic modules and (if doing the MA/PG Diploma) carry out a case study and/or dissertation which may be empirical or library-based. PG Diploma students may do the case study or the research project module. MA students may do the extended research project or the case study and the research project.

Modules
• Behaviour Analysis and Intervention
• Case Study and Intervention (optional)
• Extended Essay
• Research Methods
• Research Project in Intellectual and Developmental Disabilities or
• Extended Research Project in Intellectual and Developmental Disabilities

Assessment
Assessment is by coursework, examination, dissertation and, where applicable, assessment of case study work.

Mode of study
This programme can be studied full-time (one year) or part-time (two years). You may attend teaching on the Canterbury campus or register for the distance-learning version of the programme.

Applied Behaviour Analysis (Intellectual and Developmental Disabilities) (MSc/PG Diploma/PG Certificate)
This programme is particularly focused on supporting the development of practitioners who can work effectively, including using an applied behaviour analytic approach, both with individuals with intellectual and developmental disabilities (including people with autism) and with organisations that provide or arrange support for individuals. The programme may be taken either by practice or research routes.

Course content
Students take nine academic modules (only the first four if doing the PG Certificate) and (if doing the MSc) carry out a dissertation or complete a work-based learning project.

Modules
• Behaviour Analysis and Intervention
• Concepts of Applied Behaviour Analysis
• Developing and Implementing Interventions
• Extended Essay
• Observation and Analysis of Behaviour
• Research Methods
• Research Project in Intellectual and Developmental Disabilities or
• Work-based Learning in Applied Behaviour Analysis
• Service Issues in Intellectual and Developmental Disabilities
• Social Psychology of Intellectual and Developmental Disabilities
• Values, Ethics and Professional Practice

Assessment
Assessment is by coursework, examination and either dissertation or assessment of work-based learning.

Mode of study
This programme may be studied full-time (one year) or part-time (two years). You attend teaching on the Canterbury campus. If you are taking the practice route you must be able to carry out work-based learning in your place of employment or other suitable location.
Below are the modules currently taught on Tizard’s postgraduate programmes.

Behaviour Analysis and Intervention
People with intellectual and developmental disabilities, by definition, often lack the competencies necessary to function independently and may display behaviour that gets in the way of their full participation in society. Behaviour analysis provides a powerful set of concepts and tools for successful assessment and intervention. In particular, positive behaviour support allows effective work with individuals that is consistent with a person-centred model and takes full account of the (often challenging) social context to which people with intellectual and developmental disabilities may be exposed.

This module teaches the principles of applied behaviour analysis, behavioural assessment, functional analysis and cognitive and behavioural intervention techniques as applied to understanding and better supporting the behaviour of people with intellectual and developmental disabilities. The module covers challenging behaviour and approaches to supporting participation and developing independence.

Case Study and Intervention
This module develops your ability to assess, analyse and interpret information in a way that will support intervention to improve the quality of life of people with Autism Spectrum Disorders. You produce two case reports. The first is a simulation based on hypothetical material provided by staff. You read material related to this case, prepare a descriptive report, outline possible interventions and discuss the sustainability of any resulting change.

Your second report is based on a real individual whom you support either as a family carer or practitioner. You assess the person’s quality of life over several months and design suitable interventions to improve quality of life, focusing on the environment around the individual, their access to activities and the support they receive. You are expected to provide a formulation which pulls together the findings from the assessment phase, justify the proposed interventions and consider the factors influencing their successful implementation. Once intervention plans have been approved, you implement the intervention, continuing to monitor and assess the impact on the individual, their carers and peers as appropriate.

Concepts of Applied Behaviour Analysis
Applied behaviour analysis provides a coherent but often poorly understood framework for understanding human behaviour.

Developing and Implementing Interventions
Effective support of people with intellectual and developmental disabilities often incorporates an element of guided change to their behaviour. This may, for example, be about helping an individual to learn the skills necessary to get and keep a job, or supporting someone to learn to read, or focused on helping a person to manage stressful situations without needing to display

“I am most interested in Behaviour Analysis and Intervention, but also find this quite a challenge. One that I am determined to become fluent in – eventually.”

Lois Tozer
MSc in Analysis and Intervention in Intellectual and Developmental Disabilities
challenging behaviour. Interventions to achieve such goals should be based on a systematic assessment of the person's initial behaviour and its relationship to environmental variables. Such an assessment allows the development of soundly based, person-centred intervention plans to support change. In this module, you consider relevant assessment procedures, the use of assessment information to inform intervention, the development of plans and the factors important to consider in ensuring plans generalise and are maintained over time. Students taking the practice route will use their acquired knowledge to conduct a piece of intervention work with an individual in their work setting or similar.

Extended Essay
It is important that you are able to integrate material from across the curriculum to consider issues in a holistic and coherent manner. In this module, you develop such skills by writing an essay that draws from three other modules (Social Psychology, Behaviour Analysis, Service Issues) in addressing a question of importance to people with intellectual and developmental disabilities. The module has no teaching contact but you can get feedback on an essay outline from your supervisor/tutor.

Observation and Analysis of Behaviour
The subject matter of applied behaviour analysis is ‘behaviour’ – what people do. It is very important, therefore, to have reliable and valid methods of gathering information about behaviour. The most common approach to this involves the direct observation and recording of what people do in specific situations. This allows both a quantitative measure of how much/often people do something and also provides information about the functional relationships between their behaviour and significant environmental variables. This module teaches effective approaches to observation/recording of behaviour and the use of such approaches in systematic analyses of the relations between behaviour and its environment. Students following the practice route will implement such approaches with an individual in their work setting or similar.

Practical Placements
Students on our Analysis and Intervention programmes carry out two placements during their studies so that, when they graduate, they will have developed practitioner skills as well as increasing their underpinning knowledge. The first placement (service placement) is carried out in small groups with supervision from Tizard staff. Each group works in a local service (eg a residential setting for people with intellectual/developmental disabilities), evaluating the quality of provision and identifying the kinds of changes that might improve outcomes for individuals. This placement helps you to use in practice what you have learnt especially in the Service Issues module.

The second placement (clinical placement) is carried out individually under the supervision of a clinical psychologist or other experienced practitioner. You work with individuals with intellectual and developmental disabilities and their carers/families to tackle problems such as challenging behaviour. This placement helps you to use in practice what you have learnt,
especially in the Behaviour Analysis module. Assessment of placement performance is based on reports written by students and on evaluations by their supervisors. The Centre arranges all placements.

Research Methods
Much of what passes for good practice in work with people with intellectual and developmental disabilities remains poorly evidenced or unresearched. It is crucial to ensure that practice is based on the research that has been carried out and that research competencies are embedded in service provision.

This module teaches you about research methodology and the knowledge needed to access and interpret the research literature. You are taught about research design and the use of a range of methods for gathering data including observation, questionnaires and qualitative approaches. The rest of the module is taught in two versions with one focusing on the use of statistical methods of analysing quantitative data (using SPSS) and the other focusing on the critical appraisal of the research literature, a systematic literature review and additional material on qualitative approaches especially research interviewing. Students on the MSc/PG Diploma in Analysis and Intervention in Intellectual and Developmental Disabilities and those on other programmes who wish to do a quantitative, empirical dissertation take the statistical version of the module. Other students may choose which version to follow.

Research Project/Extended Research Project in Intellectual and Developmental Disabilities
This project gives you the opportunity to investigate a particular topic in depth and (if an empirical project) the chance to develop practical research skills. Analysis and Intervention students must conduct an empirical study in which they gather information (through observation, interviews, questionnaires etc) to address a particular research question. All other students may choose to do either an empirical or a library-based dissertation. Dissertations are written up in about 10,000 words or (if extended) 20,000 words. You are supported to identify an appropriate topic and are then allocated to a supervisor who provides one-to-one supervision. A number of previous dissertations have subsequently been adapted for publication in the academic or professional literature.

Service Issues in Intellectual and Developmental Disabilities
While increased public provision for people with intellectual and developmental disabilities is usually seen as a ‘good thing’, it has often, unfortunately, been accompanied by exclusion, abuse and other adverse consequences. Good work with individuals needs to be supported by an understanding of the drivers of high-quality service provision. Here, you gain an understanding of organisational issues involved in services for people with intellectual and developmental disabilities including: institutionalisation and
deinstitutionalisation; theories of normalisation and criticisms of these theories; methods of analysing quality of life and care; and ways of producing change in services. This module is taught as a web-based guided study module with seminars at several points in the first term. For Analysis and Intervention students, this module is closely linked to the service placement and discussion and application of web-based units will occur during placement supervision.

Social Psychology of Autism
Once considered very rare, recent studies suggest that as many as one in 100 people may have autism or a related disorder. Yet our understanding of its causes remains limited and there is, of course, no ‘cure’. There is, though, much that can be done to improve the lives of people with autism and their families. Understanding their characteristics, both at individual and population levels, is vital to the development of intelligent social supports and policies. This module teaches the basic facts about autism and looks at the cognitive and social characteristics of people with autism as well as issues such as associated disorders, ageing, transition, early intervention, physical and mental health, parenting, sexuality and people with autism in the criminal justice system. This module is taught as a web-based, guided study module supported by a two-day workshop. You are encouraged to attend teaching sessions on the Intellectual and Developmental Disabilities companion module (see below) given the frequency with which people with autism also have an intellectual disability.

Social Psychology of Intellectual and Developmental Disabilities
People with intellectual and developmental disabilities are a heterogeneous population. Understanding their characteristics both at individual and population levels is vital to the development of intelligent social supports and policies. This module teaches the basic facts about intellectual and developmental disabilities and looks at the cognitive and social characteristics of people with intellectual and developmental disabilities, along with issues such as autism, ageing, transition, early intervention, physical and mental health, parenting, sexuality and people with intellectual and developmental disability in the criminal justice system.

Values, Ethics and Professional Practice
The effective practice of applied behaviour analysis requires careful attention to ethical, ideological and legal issues. It is important, for example, that care is taken to ensure that all interventions are being carried out with consent or in the best interests of the individual. It is also important that practitioners are fully aware of modern philosophies of care/support and are working in a manner consistent with these. This module develops your knowledge and understanding of these topics with attention given to: ethical and legal issues; personalisation; philosophies of care; ethical codes and guidelines; professional practice; discrimination and abuse.

Work-based Learning in Applied Behaviour Analysis
Students following the practice route of the MSc in Applied Behaviour Analysis receive supervision through this module to carry out an extended piece of assessment and intervention work with an individual with intellectual/developmental disabilities. The work may be focused either on the construction of adaptive repertoires of behaviour or the provision of support to replace maladaptive repertoires. Supervision is provided by Board Certified Behaviour Analysts in small groups. The module is assessed through an extended case report and the production of a DVD showing elements of the student’s practice. To undertake this module you must be in a position where you can gain access to an appropriate individual. This is most likely to be in the context of your employment but may be in another setting.
RESEARCH DEGREES

The Tizard Centre offers the following research programmes, which can be studied on a full- or part-time basis.

- Community Care (MPhil and PhD)
- Intellectual and Developmental Disabilities (MPhil and PhD)
- Applied Psychology (MPhil and PhD)
- Clinical Psychology of Intellectual and Developmental Disabilities (MPhil and PhD)
- Mental Health (MPhil and PhD)

We offer high-quality supervision across a wide range of areas and we work very carefully to match you with a supervisor suiting your interests and ambitions. There are further details on the research activities and publications of individual members of staff on the Centre’s website. In addition to regular meetings with individual supervisors, all research students take part in a research training programme drawing on the Graduate School’s activities and, where appropriate, on relevant modules taught within the Centre or the wider School.

Research areas
Tizard staff share a number of interests, which have been grouped here for your guidance. However, there is often a degree of overlap between groups and your research project does not have to fall neatly within any one of them.

Challenging behaviour
Some people with intellectual and developmental disabilities display behaviour perceived as challenging by others. Tizard research on this topic has been extremely broad with work on policy, service commissioning, service organisation, the causes of challenging behaviour and ways of training staff to work in ways which reduce and prevent such behaviour.

Autism
While much of the Centre’s research is of relevance to autism, we have also been involved in a number of more specific projects including the evaluation of early intervention. One current project is focused on the investigation of victimisation and hate crimes directed against people with autism.

Abuse
Some of the earliest UK work on the incidence of sexual abuse was done at the Tizard Centre. More recent work has focused on data arising from the adult protection system, the recognition of abuse in people with severe learning disabilities and domestic abuse by partners of women with learning disabilities.

Criminal justice system (CJS)
Work here has included the treatment of men with learning disabilities at risk of sexual offending, witnesses and suspects in the CJS and screening for intellectual disability in prisons and other parts of the CJS.

Service quality/policy/organisation
Extensive work over many years has included deinstitutionalisation and community living in the UK and overseas, care standards, out-of-area placements, approaches (such as active support) to improving the quality of outcomes for people with intellectual and developmental disabilities.

Sexuality and gender issues
Research has covered the broader area of sex education together with more specific work on the sexuality and reproductive health needs of women with intellectual disabilities and study of the menopause.

“Studying for a PhD is a step up, even from a Master’s; you have to be passionate about your research, you need drive and determination and you have to be prepared to work hard. It is incredibly rewarding though and a fantastic experience to see your research proposal come to life.”

Paraskevi Triantafyllopoulou
PhD in Clinical Psychology of Learning Disability
Centre staff are leaders in their fields and have specialist interests that are constantly changing and developing. This research keeps us at the forefront of new developments and has been consistently rated as excellent in the Research Assessment Exercise. Staff research interests are listed below, for more information see: www.kent.ac.uk/tizard/staff

Dr Julie Beadle-Brown
Reader in Intellectual and Developmental Disabilities
Autism and social impairment in learning disability; the implementation of active support in services; the effect of grouping people in services; person-centred approaches; exclusion of people with challenging behaviour from services.

Dr Rachel Forrester-Jones
Reader in Health, Community and Social Care
Social networks and social support relating to all client groups; health and social care outcomes (mental health, learning disabilities, older people); social inclusion; social environments; supported employment; death and bereavement and spirituality.

Dr Mecca Chiesa
Lecturer in Learning Disabilities
Behaviour analysis generally, and particularly in precision teaching, fluency building, autism and learning disabilities.

Dr Nick Gore
Research Fellow and Lecturer in Learning Disability
Early intervention/prevention and challenging behaviour; mindfulness; supported employment; positive behaviour support.

Dr Michelle McCarthy
Senior Lecturer in Learning Disability
The sexuality of people with learning disabilities, in particular women with learning disabilities, and sexual abuse; sexual and reproductive health; the menopause for women with learning disabilities; domestic violence and women with learning disabilities.

Peter McGill
Co-Director; Reader in Clinical Psychology of Learning Disability
Applied behaviour analysis, particularly with respect to its implications for the design and delivery of services to people with severe learning disabilities and challenging behaviour.

Professor Glynis Murphy
Co-Director; Professor of Clinical Psychology of Learning Disability
Effectiveness of cognitive behavioural treatment for men with learning disabilities at risk of sexual offending; effectiveness of cognitive behavioural therapy (CBT) for people with Asperger syndrome and anxiety; effectiveness of treatment for people with untreated phenylketonuria (PKU); costs and effects of social care for people with learning disabilities who have offended; symptoms of abuse for people with severe learning disabilities; capacity to consent to sexual relationships; effectiveness of early intervention in autism.

Tony Osgood
Lecturer in Learning Disability
Positive behaviour support; person-centred planning; autism; communities of practice; human organisations and human service outcomes.
APPLYING TO KENT

Entry requirements

Analysis and Intervention in Intellectual and Developmental Disabilities (MSc/PG Diploma)

Intellectual and Developmental Disabilities (MA/PG Diploma/PG Certificate)

Autism Studies (MA/PG Diploma/PG Certificate)

A good honours degree, typically in psychology or other relevant social sciences, or comparable professional qualifications and experience. Analysis and Intervention in Intellectual and Developmental Disabilities students also need some practical experience in services for people with intellectual and developmental disabilities.

Accreditation of Prior Learning and Prior Experiential Learning may be possible on both programmes. You can transfer between programmes and between levels, subject to meeting admission requirements.

Applied Behaviour Analysis (Intellectual and Developmental Disabilities) (MSc/PG Diploma/PG Certificate)

A first or second class honours degree in a social science discipline; voluntary, professional or family experience of children or adults with a learning disability and/or autism.

English language

The University requires all non-native speakers of English to reach a minimum standard of proficiency in written and spoken English before beginning a postgraduate degree.

You should provide us with either an IELTS certificate with a minimum score of 6.5, including 6.0 in reading and writing, a TOEFL certificate with a minimum of 90 including 22 reading, 21 writing, 21 listening and 23 speaking (internet-based) or, alternatively, you can provide us with the Cambridge Certificate of Proficiency in English grade C.

If you do not reach the required standard, you can apply for one of our pre-sessional courses. For further information, please see www.kent.ac.uk/cewl

Only English language tests taken up to a maximum of two years prior to the date of registration will be accepted for admission to the University. Please note that if your university studies have been completed entirely in English, you may be exempt from providing an English test certificate. Please contact the International Development team for clarification (see www.kent.ac.uk/internationalstudent/contact.html)

Making an application

You can apply for a Kent higher degree electronically via our website at www.kent.ac.uk/courses/postgrad/apply

If you do not have access to the web, please contact the Recruitment and Admissions Office at the address overleaf, for a paper copy of the application form.

If you are applying for a research degree, it is strongly recommended that you contact the Tizard Centre in the first instance so that you have an opportunity to discuss your study plans with the programme director.

How to complete the online application form

The online form will take up to 20 minutes to complete and can be saved and returned to at any time.

There are five sections to the online form:
- Choosing your course and giving us basic personal information
- Email verification
- Completing the form
- Checking and submitting the form
- Sending in additional paperwork by email or post.

A decision on your application cannot be made until all the additional paperwork has been received so it is important to send them in as soon as you can. In addition to filling in the application form, you also need to provide:
- evidence of your academic qualifications. Please ask the institution which awarded you your Bachelor’s or Master’s degree (or equivalent) to send us an interim or final transcript (a list of all the modules/courses you have taken with the mark achieved for each) or letter certifying your award
APPLYING TO KENT (CONT)

• references from two academic referees. All references must be in English. The University needs both references before it can make a decision whether or not to offer you a place. Email addresses of referees must be provided as referees will be asked to submit references via our secure website. References not submitted by the approved electronic route must be made in writing on official letterheaded paper
• evidence of language ability. All international students required to apply for a visa must ensure that they meet the United Kingdom Border Agency (UKBA) eligibility requirements for English language
• if you are a research applicant, you must also submit an outline of approximately 1,500 words of the research project you wish to undertake
• any other materials or documents you would like to be considered in support of your application.

All application materials must be sent to the Recruitment and Admissions Office. You can send this information by fax to +44 (0)1227 827077, or by scanned attachment to admissionspg@kent.ac.uk or by post to:
Recruitment and Admissions Office, The Registry, University of Kent, Canterbury, Kent CT2 7NZ, UK.

Packages sent by registered post or by courier are normally the most secure. The Recruitment and Admissions Office will acknowledge receipt of all application materials as quickly as possible. If you have not received an acknowledgement within a reasonable amount of time, you should contact us again.

Application deadline
The deadline for applications is the end of July. However, we strongly recommend that you apply as soon as possible. If you wish to apply for on-campus accommodation, an application must be made online by the end of July.

Tuition fees
For the most up-to-date information on tuition fees, please visit www.kent.ac.uk/finance-student/fees

Further information
Please contact:
Tizard Centre Postgraduate Office, SSPSSR, Cornwallis North East, University of Kent, Canterbury, Kent CT2 7NF, UK
T: +44 (0)1227 827985
F: +44 (0)1227 827005
E: sspssr-pg-admin@kent.ac.uk
www.kent.ac.uk/tizard

Terms and conditions: the University reserves the right to make variations to the content and delivery of courses and other services, or to discontinue courses and other services, if such action is reasonably considered to be necessary. If the University discontinues any course, it will endeavour to provide a suitable alternative. To register for a programme of study, all students must agree to abide by the University Regulations (available online at: www.kent.ac.uk/regulations).

Data protection: for administrative, academic and health and safety reasons, the University needs to process information about its students. Full registration as a student of the University is subject to your consent to process such information.
Kent: the UK’s European university

Kent is known as the UK’s European university. Our two main UK campuses, Canterbury and Medway, are located in the south-east of England, close to London, and we have specialist postgraduate centres in Brussels, Paris and Athens.

We have a diverse, cosmopolitan population with 140 nationalities represented. We also have strong links with universities in Europe, and from Kent, you are around two hours away from Paris and Brussels by train.

World-leading research

A great deal of the University of Kent’s research has been ranked as world-leading in terms of originality, significance and rigour, according to the Government’s most recent Research Assessment Exercise. Kent staff were found to be engaged in research of international and world-class standing.

Strong academic community

Kent’s postgraduate students are part of a thriving intellectual community that includes staff and students from all our locations. In addition to lectures, seminars and one-to-one supervisions, you benefit from a rich and stimulating research culture. We have also recently invested in Woolf College, a modern facility on the Canterbury campus dedicated to postgraduates, which combines accommodation, and academic and social space.

A global outlook

Kent has a great international reputation, attracting academic staff and students from around the world. Our academic schools are engaged in collaborative research with universities worldwide and we offer a range of opportunities to study abroad and an approach that is truly global.

The Graduate School

As a postgraduate student, you also have the support of the Graduate School, which promotes your academic interests, co-ordinates transferable skills training programmes and facilitates cross-disciplinary interaction and social networking.

Funding

Kent provides a variety of financial support opportunities for postgraduate students. These range from research studentships, location-specific funding, sport and music scholarships, and funding specifically for overseas fee-paying students. For further information, see www.kent.ac.uk/pgfunding

Enhanced career prospects

At Kent, we want you to be in a good position to face the demands of a tough economic environment. During your studies, you acquire a high level of academic knowledge and specialist practical skills. We also help you to develop key transferable skills that are essential within the competitive world of work.

Location

Canterbury.

Tizard Centre

School

School of Social Policy, Sociology and Social Research.

Contact

Tizard Centre Postgraduate Office, SSPSSR, Cornwallis North East Canterbury, CT2 7NF Kent, United Kingdom

T: +44 (0)1227 827985
E: ssspssr-pg-admin@kent.ac.uk

www.kent.ac.uk/tizard

Contact

Online at www.kent.ac.uk/courses/postgrad/apply

Further information

For information about applying to Kent, or to order a copy of the Graduate Prospectus, please contact:

The Recruitment and Admissions Office, The Registry, University of Kent, Canterbury, Kent CT2 7NZ, UK

T: +44 (0)1227 827272
F: +44 (0)1227 827077
E: information@kent.ac.uk

The University also holds Open Days and postgraduate recruitment events throughout the year. Please see www.kent.ac.uk/opendays
COME AND VISIT US

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For more information, see: www.kent.ac.uk/opendays