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Document version 1 (March 2017 TO)
**Diploma in Positive Behaviour Support**
The Diploma in Positive Behaviour Support can be completed either as a ‘standalone’ course or as part of the BSc in Intellectual & Developmental Disabilities. 2017-18 marks the penultimate running of this programme. The new BSc in PBS (and derivatives) replaces the Diploma.

**Introduction & Aims**
The Diploma in Positive Behaviour Support is a specialist, competency-based, professional development programme. It is designed for people who have direct responsibilities for the provision of community-based services to children or adults with intellectual or developmental disabilities (learning disability and autistic spectrum conditions) whose behaviours and needs are found to challenge services, schools or families. The Diploma is taught through workshops held at the Tizard Centre. The programme aims

- To encourage a critical understanding amongst practitioners of the factors underlying challenging behaviour.
- To develop the skills of practitioners in conducting individualised, functionally-based assessments of challenging behaviour and in developing interventions.
- To prepare practitioners to take a local leadership role in implementing and evaluating behaviour support plans.
Workshops & Submissions

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<td>2- 5 October 2017</td>
<td>TZ517 Introduction to Positive Behaviour Support</td>
<td>15</td>
<td>Before 10am, 6 November 2017</td>
<td>4 weeks</td>
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<td>6 – 9 November 2017</td>
<td>TZ520 Assessing and Understanding Challenging Behaviour</td>
<td>15</td>
<td>Before 10am, 29 January 2018</td>
<td>11 weeks</td>
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<td>29 January - 1 February 2018</td>
<td>TZ519 Designing Behaviour Support Plans</td>
<td>15</td>
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<td>4 weeks</td>
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<td>5 – 8 March 2018</td>
<td>TZ518 Implementing and Evaluating Behaviour Support Plans</td>
<td>15</td>
<td>Before 5pm 5 June 2018</td>
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<td>30 April – 1 May 2018</td>
<td>TZ525 Work-based Learning in Positive Behaviour Support</td>
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<td></td>
<td>Pt 3: 5 June 2018</td>
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Each module/workshop timetable contains a brief description of the material to be covered and the expected student competencies that follow. Timetables are found at the back of the handbook. Timetables may be subject to alteration.

Materials, Moodle, Computing & The Templeman Library

A wide range of information related to the course (lecture notes, guidelines, further reading) is available via a website called MOODLE. This is accessible on and off campus once you have registered as a student at the University. You will receive further guidance on this at the first workshop.

*You are recommended to download teaching materials in advance and bring them to the lecture, as most lecturers will not bring copies for you.*

Computing issues should in the first instance be addressed with Information Technology [http://www.kent.ac.uk/itservices/students/](http://www.kent.ac.uk/itservices/students/) or through phoning the helpdesk. There is a Help & Enquiry Desk in the Templeman Library.

We encourage students to make use of the Templeman Library, which has most of the key texts available. [http://www.kent.ac.uk/library/](http://www.kent.ac.uk/library/) is the link to the Kent library. Here you can search on-line journals for free, and download a huge amount of pertinent research, policy, discussion and so forth. There are various ways of searching journals, but then the search results will take you to the relevant pdf versions of journals, arranged by date. You will be prompted to enter your Kent username and password. Tizard has a subject librarian students can call on for advice and support, Andy Prue (01227 82 7697) A.Prue@kent.ac.uk.

There is a scheme called UK Libraries Plus that allows certain categories of students to access up to three other university libraries throughout the UK. Most universities are now members of the scheme that allows students to borrow books from the library of their choice. Information and application forms are also available from the Templeman library, see following link [http://www.kent.ac.uk/library/using/other/visiting/index.html?tab=sconul-access](http://www.kent.ac.uk/library/using/other/visiting/index.html?tab=sconul-access).
Contacts
The Course Convenor is Tony Osgood and he can be contacted via a.osgood@kent.ac.uk. The Convenor is responsible for ensuring the course runs smoothly. Course Administration is arranged through the SSPSSR student office: tizard-studentoffice@kent.ac.uk. In particular Trish Barton 01227 824739 (p.m.barton@kent.ac.uk)

Tony’s Office: Lecturer in Intellectual & Developmental Disabilities/ Admissions Tutor, Tizard Centre, Room 206, Second Floor, Cornwallis North East, Giles Lane, University of Kent, Canterbury, Kent CT2 7NF (01227.82.7301) http://www.kent.ac.uk/tizard/staff/tony_osgood.html

Student Office, School of Social Policy, Sociology and Social Research (SSPSSR), Cornwallis North East, University of Kent, Canterbury, Kent, CT2 7NF. Telephone 01227 824739

Students are allocated a tutor at the start of term who marks their work, offers advice and provides feedback. Details of your tutor will be given during the first workshop.

Programme Texts
These are outlined in each module guide.

Assignments
Each of the four taught modules (TZ517, 518, 519, 520) is assessed by a single 3,500-word assignment with DVD. These assignments can be found with the module workshop content.

Consent
You need to obtain the (ideally written) consent of the individuals you work with, else agreement from carers and professionals involved, before commencing work. If the person is unable to give informed consent you need to consult with the multi-disciplinary team and if appropriate family members and advocates. Remember that no one can give consent for another adult. If the person cannot consent you must establish that your work is in his or her best interests and this is why you are consulting others. For children you should obtain consent from their parents or legal guardian. You are expected to follow the code of practice established for the Mental Capacity Act 2005.

If possible obtain consent for all the work with that person at the outset. Remember consent can be withdrawn so having agreement at the start does not give you the automatic right to continue if someone changes his or her mind. Make sure people have all the information they need at the outset to give informed consent and that it is presented in a way that is accessible to them. You need to provide evidence in assignments and appendices that the consent issue has been addressed. Where consent has not been addressed or no evidence is provided that it has been addressed marks will be deducted.

Confidentiality
During the first workshop, you are required to complete and return to your tutor the Confidentiality Declaration (on Moodle) or by no later than the November workshop.

Assignments presented as part of the Diploma should not contain any identifying information about individuals. This includes their name, address and any other identifying information and applies both to the main body of assignments and to any appendices (e.g. record forms) that are
attached. All identifying information relating to the person, his/her family, carers, staff, professionals, and the services he/she uses and you must be removed from the assignment and appendices.

We suggest that students use a standard format to refer to the individual (using a pseudonym or Mr/Mrs/Ms X where X is the initial of their last name) and refer only to the year of birth. This should avoid the need for large-scale tippecing or other removal of names since you can use this confidential abbreviation in all the forms or similar that you or others complete. Your report can be used for service purposes simply with the addition of a front page identifying the person's name etc. Students should note that words can still be read if tippeced pages are held up to the light. A copy of any tippeced pages would need to be made before they are submitted in assignments.

Students should also take care to disguise the service which the person attends/lives in. This would include making sure that letter-headed paper is not used in the appendices, that all names of staff and others involved are removed (refer to them by their professional title e.g. the speech therapist, the house manager), and that the name of the service does not appear either with the name of the student on the cover sheet or anywhere else.

This issue is seen as very important by the teaching team, previous students and previous external examiners. Consequently, we will return UNMARKED (and treat as not properly submitted) all assignments that contain information that fully identifies the individual. Such assignments will need to be properly submitted following the removal of the identifying information within 7 days of their return to students, however marks will be deducted. Other changes to the content of the assignment made in this time will not be considered.

Throughout the assignment please follow these guidelines:
- For the person use a pseudonym that is clearly identified as such in the introduction.
- For professional staff/carers/relatives/friends use the person’s job title or their relationship to the individual.
- For yourself use the first person or where your name would appear on forms etc. Replace it with your exam number or ‘Tizard Student’ to distinguish you from any other student who may be involved.
- For the service, use a description of the service e.g. day centre.

Marks will be deducted if there is any information that identifies the person, where they live or work. If the assignment is returned to you for any confidential details to be removed it must be returned within 7 days. You will not receive a mark until this is done.

Appendices
With each assignment you provide appendices. Number these sequentially (e.g. TZ517, appendices 1 -17, TZ520 appendices 18-32, and so forth). We expect you to provide these in a folder. The appendices provide the evidence on which you base your report. They allow us to check that you have analysed and reported correctly. When they have been completed the appendices should include:
- Copies of consent/confidentiality letters with all identifying details removed.
- All raw data including second rater data and your inter rater reliability calculations.
- Transcripts/notes of all interviews.
- Copies of all job aids and standard assessment formats used.
Copies of reports by other professionals that are referred to in your assignment (with the author’s permission).

Any teaching plans, written guidelines or minutes of meetings where you have involved other staff in your assessment/intervention.

Written intervention plans and completed record sheets.

Any other document referred to in your assignment.

You may be able to save space and paper by photocopy-reducing parts of the data being included (so long as it remains legible). The assignments are grouped such that they relate to work undertaken with the same individuals over time. As each successive assignment is submitted the appendices will necessarily grow – each assignment is expected to be a stand-alone text. The corresponding appendices must accompany the first piece of work relating to work with an individual. The BSc team will retain a copy of the appendices and thereafter students are expected to submit the next assignment and any necessary additions to the appendices. Students must keep a copy of the appendices for themselves so that work that has already been undertaken in previous assignments (and placed in the appendices) may be properly cross-referenced in the next assignments.

Remember the assignment and appendices must contain no identifying information on the individual or anyone else including you. If you tippex out information submit a photocopy so that the original writing cannot be read through the tippex.

**DVD/Flashdrives**

In each assessment you are required to submit a standard size DVD or flashdrives containing video files for us to see you putting your support plans into practice. The DVDs are kept secure and seen only by tutors involved in the marking process and, if required, the external examiner. Audio-visual appendices are an essential part of the examination process. You should ensure that consent has been obtained for video files at the outset. Remember to copy your files before submitting the assignment. We recognise the difficulty of making a video file without using people’s real names. Real names can be used in the DVD but wherever possible restrict to first names or job titles.

**Word Count**

You must give an accurate word count on the assignment cover sheet (see submitting the assignment). Appendices and reference lists do not count as part of the word count.

**Example Deductions**

- Where an assignment exceeds or falls below the word count specified on the checklist then for the first 200 words +/- no deduction will be made.
- For every subsequent 100 words +/- 1 mark will be deducted up to a maximum of 4 marks.
- Assignments that are excessively over the word limit may be returned unmarked.

**Academic Integrity and Honesty**

While at university students are required to act honestly regarding submitted work. General Regulation V.3: Academic Discipline states that “students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress.” General Regulation V.3 specifies that any attempts to:

- cheat,
- plagiarise,
- improperly influence your lecturer’s view of your grades,
- copy other assignments (your own or somebody else’s) or
- falsify research data

will be viewed as a breach of this regulation. The full details of this regulation including disciplinary procedures and penalties are available at:
http://www.kent.ac.uk/ai/students/whatisintegrity.html

Most students do not have any problems understanding the rules and expectations about acting honestly at university, although some are not familiar with academic expectations and plagiarism.

**Plagiarism**
General Regulation V.3 states that plagiarism includes: “reproducing in any work submitted for assessment or review (for example, examination answers, essays, data collection, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.”

Students should note that if submitted work is considered plagiarised or duplicated University disciplinary procedures will be activated. Any work marked before the detection of plagiarism or duplication will be recalled and re-examined. You are advised to keep a copy of all work that you have submitted and to keep notes or other material (including all raw data) that, in the event of it being necessary, would demonstrate your personal authorship of the essay or assignment. A plagiarism statement is required to be submitted with each piece of work. Tutors have access to a variety of methods designed to identify plagiarism including the use of software.

So if you read, study or use any other work in your assignment you must clearly show who wrote the original work. This is called referencing and correct referencing will help you to avoid accusations of plagiarism.

**Referencing**
Referencing means acknowledging the original author/source of the material in your text and your reference list. Examples of source material that should be referenced include:
- exact words (written or spoken)
- summarised or paraphrased text
- data
- images (graph, tables, video, multimedia etc)
- pictures or illustrations
- ideas or concepts
- theories
- opinion or analysis
- music or other performance media
- computer code
- designs, drawings or plans.

Although assignments all report on practice you are expected to refer to the literature and give references to justify your choice of method and support your arguments. Where you use a reference it must be properly cited in the text and included in the reference list (at the end of the assignment and before the appendices).

*References in the text should be given as follows:*
Where the reference is a journal article then give the author’s name(s) and year of publication in the text e.g. ‘Reed and Wright (1980) said...’ or ‘earlier studies of challenging behaviour show... (Reed and Wright, 1980).’

Where the reference is for a book add the page or chapter number after the date e.g. ‘Reed and Wright (1980, p248).’

When there are three or more authors for a reference, you should refer to the first author in the text and use ‘et al.’ (and others) e.g. ‘Orlowska et al. (1991) found that...’ You must put the full reference i.e. all authors in the list when you write the reference list - see below for example of the reference list.

When one author refers to another and you wish to refer to the second one but have only the first author’s reference the entry should read ‘Counting 1966, cited in Reed and Wright 1980, p28’ and put Reed and Wright (1980) in your reference list.

References in the reference list should be given as follows:
In the reference list all the references should be put in alphabetical order using the name of the first author. Commas separate multiple authors with the last author separated by an ampersand ('&'). Specific details follow:

Books
Author name(s) and initial(s) and year of publication (in brackets). Title (underlined or in italics). Place of publication: publisher. Example:

Chapters written by an author in a book edited by someone else
Author name(s) and initial(s) and year of publication (in brackets). Chapter title ‘in’ editors initial(s) and surname(s) followed by (Ed.) or (Eds.) book title (underlined or in italics). Place of publication: publisher, ‘pg.’ first and last page numbers of chapter. Example:

Journal Articles
Author name(s) and initial(s) and year of publication (in brackets). Article title. Journal name (underlined or in italics), volume number of journal (also underlined or in italics), first and last page numbers of article. Example:

Citations
Use full references for the author/s where the work was cited from (see example for book/chapter/journal article as appropriate). The Counting (1966) example above would appear as:

**If referencing a chapter in an edited book**
1. Write the names and initials of the authors who wrote the chapter (followed by a full stop).
2. Then write the date the book was published (in brackets, followed by a full stop).
3. Next write the title of the chapter. The first letter of the first word should be in uppercase but all else should be in lower case (followed by a full stop).
4. After this write ‘In’ and then the initials followed by the surname of the editors of the book.
5. Then write ‘Eds.’ (in brackets, followed by a comma).
6. Follow this with the title of the book (in italics and lower-case).
7. Then write ‘pp’ and the page numbers of the chapter (all in brackets, followed by a full stop).
8. Finally write the place of publication and publisher (as in the previous example).


**Policy Documents**
These are written in the same way as a book reference (including when and where a chapter is cited). If a group or organisation writes the policy write the full name of this instead of individual surnames.


**On-Line Documents**
An on-line reference should only be provided if the source is not available in hard form.

1. Write the authors surname (comma), followed by their initials (separated with full stops) then a full stop.
2. Next comes the date of publication (in brackets, followed by a full stop).
3. Then write the title of the work (followed by a full stop). The first letter of the first word should be in upper case but everything else should be in lower case.
4. Then write ‘Retrieved’ followed by the month day and year it was found (then a comma).

**Example Deductions**
You will lose marks if you do not follow these referencing guidelines:
- For a minor error such as misspelling a name – 1 mark
- For a more serious error such as a reference given in the text but not in the list or vice versa – 2 marks
- For multiple errors – 3 marks
- For having no references – 4 marks

Good referencing and avoiding plagiarism are pre-requisites to good writing. If you are unsure about essay writing in general or want to make sure that you will receive the good marks you deserve, you can visit the Student Learning Advisory Service in the UELT building. See: http://www.kent.ac.uk/learning/

**Submitting Your Work**

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You are encouraged to submit a draft copy of the assignment (part one) for informal feedback (without a mark) from your tutor. Email your draft directly to your tutor. You may subsequently amend Part One for the final submission of your assignment.

**Final Submission**

One hard copy of the assignment along with one copy of the appendices and DVD must arrive at the Tizard Centre or handed to Tony on or before the final submission date given. We will expect you to deliver your assignment + appendices to a tutor by 10.00am on the submission date. At the same time or before students must submit an electronic copy of their assignment (not appendices) directly via the specific module on Moodle. Partial hard copy submissions, for example, an assignment but with appendices to follow, are not deemed submitted.

- Assignments (including e-copies) must have the sheet front cover sheet stating the programme, the module number and title, student number, your name, exam number, tutor’s name and word count. This is also a plagiarism declaration.
- Your name, student number and module code must appear in the assignment header. Refer to yourself in the first person and use your exam number or ‘Tizard Student’ to replace your name on forms in the appendices and the body of the assignment.
- Number all pages.
- Include your reference list at the end of the assignment.
- DVDs or flash drives should be labelled stating the programme, the module number and title, your student number, exam number and tutor’s name.

Assignments that do not meet these criteria will be returned unmarked for amendment and must be returned to the Tizard Centre within 7 days.

If an assignment is not submitted on the date, a score of zero (a fail) is given.

Students can submit a concessions form to SSPSSR office should extenuating circumstances exist, but this should be accompanied by evidence to support the claim. The Board will decide further action after considering the concessions form and evidence.

It is your responsibility to get the assignment, corresponding appendices and DVD to the Tizard Centre on or before the submission date. We cannot accept any responsibility for assignments that do not arrive. Proof of posting does not count as delivery. Make and keep safe copies of everything you submit including video files and appendices.

**Submitting appendices**

Corresponding appendices should be submitted only as a hardcopy (one copy) and either posted or hand-delivered to arrive by the submission date. Use dividers to separate the appendices and make sure they are clearly numbered and in the order in which they are first referred to in the text. Please make sure that the pages are bound together securely. Do not put batches of pages in plastic envelopes without making sure they are attached together. Do not use paper clips.

**Extensions**

Where there is good reason for you being unable to submit an assignment on or before the submission date you may apply for an extension. These reasons may include material, medical, personal or accidental factors. Please note that extensions will only be granted in exceptional circumstances. As adult learners we expect you to pre-empt difficulties working in applied
settings. Being busy at work is not a reason for seeking an extension, and neither is a lack of time.

To apply for an extension you should download an extension form from Moodle. This should then be completed outlining fully the reasons for the request and how you will complete the work, including a new submission date and timeline of work. This is submitted to your tutor. You should provide supporting evidence. **If you do not complete the form fully your request cannot be accepted.**

Any request for an extension must be made at least **one week before the deadline of the assignment.** Past experience shows that extensions can have a snowball effect. Avoid them if you possibly can. Extension requests **are not granted in retrospect.** Applying for an extension does not guarantee it being granted. If students who gain an extension do not submit the assignment on the agreed date, a mark of zero will be recorded.

**Intermissions**

In exceptional circumstances students may apply for an intermission from study. Students might typically seek to intermit from one year to the next. There are clear University protocols for seeking an intermission and you must discuss your options with your tutor. There is a form you must complete on Moodle TZ517. It is for the University, not your tutor, to decide whether to grant your request for an intermission. **The University will not grant intermission requests received after 1st February.** The following conditions will need to be met:

- the reasons for the request must be serious and, where medical grounds are cited, supported by evidence from a medical practitioner
- the request is approved by the Senior Tutor for Tizard.

**Marking**

Your tutor will mark your assignments. You will receive comments and advice as well as a mark for each piece of work submitted. We call this the annotation. A sample of all assignments will be taken and subjected to a check regarding the consistency of marking (moderation). Each tutor can request a second mark if he/she is unsure about any aspect of an assignment. All assignment annotations may be copied to your local supervisor.

The External Examiner (someone from outside the University who oversees the examining process) also examines a sample of assignments and has the right to see any work. He/she may change the original mark if he/she thinks it is inappropriate. Once a year the Board of Examiners meets to discuss the progress of all students. **No mark can be taken as final until approved by the Board of Examiners.**

Tutors use marking checklists to guide the marking process. Bear in mind that although all students are undertaking a similar process they are doing so in very different circumstances. The marker has to judge how well you have understood the process and applied it in your specific circumstances. The checklist is a guide only. **The tutor’s judgement about the work is the deciding factor.**

You may **not** appeal against your mark on the grounds that you disagree with the tutor’s academic or professional judgement. You may appeal if there is evidence that the procedure has not been properly followed. You will usually receive your mark and annotations 3 weeks after the submission date. **This does not apply to work that is submitted late without an extension.**
The University uses categorical marking: third class (42, 45, 48), lower second (52, 55, 58), upper second (62, 65, 68) and first (72, 78, 85, 95, 100). The annotation mark may well be matched to these categories when you receive your final marks.

What Your Marks Mean

1. **Less than 40%** This is a **FAIL**. It reflects work that is considered not to meet a minimum standard of competence. Aspects of the work may of course be passable but considered overall, the assignment fails. Generally speaking, a fail mark is given when we do not have confidence that the student has sufficient understanding and knowledge of the issues, or sufficient understanding of, and competence in, carrying out practical procedures to apply what they have been learning safely and with reasonable accuracy.

2. **40 to 49%** This is a **PASS**. Performance here is adequate, though by no means entirely satisfactory. The student is likely to have made significant errors of understanding or practical performance. In some cases the work may have been carried out to a higher standard, but there are question marks over the student's ability to generalise the work to situations where less supervision and guidance are available. A mark in this range indicates the achievement of minimum competence, but with considerable scope for improvement.

3. **50 to 59%** This is a **PASS**. Performance here is adequate, despite some relatively minor errors of understanding or practical performance. A mark in this range indicates the achievement of the expected level of competence but in the context of errors or omissions which somewhat detract from the work's quality.

4. **60 to 69%** This is a **MERIT**. This is the level of mark that we regard as the aim for every student on every assignment. It represents competent performance that meets the expected requirements convincingly, and shows understanding of the issues involved.

5. **70 and over** This is a **DISTINCTION**. We would expect distinction marks to be relatively rare. They represent performance that, in addition to meeting the requirements for a MERIT, goes beyond the requirements in a creative manner and/or demonstrates outstandingly good practical performance or understanding/knowledge of the issues.

Resubmission

Sometimes a piece of work does not meet the required standard and is deemed to ‘fail’ (achieve a mark less than 40). In such circumstances a resubmission will be required in order to complete the module and move on to subsequent modules. Your tutor can agree the opportunity and date for resubmission. Such a resubmission may entail minor corrections or adjustments or it may require more fundamental re-writing. A major re-write may involve completing new practical work, and therefore your tutor may recommend intermitting from studies. Your tutor will outline the work required to remedy the submission.

Upon resubmission of a piece of work, the given mark will indicate only whether the resubmission has passed or failed: a resubmission can only achieve a nominal 40 marks.

Students usually have three opportunities to pass each module. However third attempts are approved by the Board of Studies, held in September. It follows then students will be unable to continue their studies in the current year until this is agreed by the Board.

Planning

Experience suggests that students who plan the tasks associated with their assignments well in advance are likely:

- To complete and submit within the agreed deadlines
- To need fewer extensions
- To graduate within the planned time.

Forward planning can generate a balanced distribution of activities over the year and anticipate/manage scheduling issues that arise when people have to deal with too many tasks over a too short period of time. Where assignments are planned in advance this is likely to:
- Reduce the anxiety experienced by students who do not plan ahead
- Reduce additional work that missed deadlines, extension and late graduation generate for tutees and tutors alike.

Tutors will encourage forward planning during tutorials following the format of:
1. Identify the tasks involved for all assignments.
2. Identify tasks relating to future assignments that have to be complete now (e.g. requesting consent). It makes sense to undertake these tasks for more than two individuals as if one is unable to participate the student will have an alternative person to work with.
3. Identify when the tutee's other commitments occur
4. Identify which and how many tasks will be completed during each week prior to submission. This should be monitored during subsequent tutorials.

Forward planning of remedial work
During tutorials participants should examine submitted assignments whatever the mark awarded to identify unsatisfactory aspects that require remedial work. This is undertaken and completed by mutual agreement between tutors and tutees and in addition to the assessed programme work. Remedial work will ensure students have the necessary skills to complete subsequent assignments. Examples include:
- Collection of reliable qualitative and quantitative data
- Integration of different sources of information for assessment and evaluation purposes
- The appropriate use of behavioural terminology (e.g. positive and negative reinforcement, discriminative stimuli)
- Completion of suggested reading to ensure that tutees have a good knowledge of the relevant concepts and sources (to the extent that these are mentioned in the reference lists!)

Concessions
Students who believe they have evidence their performance has been affected by factors outside their control e.g. health, personal circumstances etc., can make a concessions application to the Board of Examiners. The concessions application form is found on Moodle (currently TZ517). The concessions form outlines reasons for asking for circumstances to be taken into account and asks for evidence to support the claim. The main possible consequence of this is that, if the student has failed an exam (or assignment) they may be allowed to resit/resubmit “as for the first time” i.e. their mark will not be capped at the pass mark and they will retain all possible further opportunities to resit/resubmit. Applications must be made within five days of submission or exam for it to be considered.

Tutorials & Supervision
Each student will be allocated a tutor. Tutorials are scheduled during workshops. The main aims of the tutorials are to discuss matters arising from the workshop, discuss feedback given on assignments and to plan future assignments. It is the student’s responsibility to arrange
tutorials. We strongly suggest that students arrange regular meetings with their tutor. Such meetings may be particularly concerned with the following issues:

- The kind of help that the student is likely to need/find most helpful
- The kind of help that the tutor is best placed to give
- Issues of concern e.g. time available to do the BSc work
- Scheduling required to get the assignments completed between workshops and dates for further meetings between student and supervisor

In between workshops students may contact their tutor by telephone or email to seek to arrange additional meetings. However, such additional contact is dependent on the availability of the tutor. Some tutee groups opt for a “group supervision” arrangement where student’s meet together as a group with their tutor.

In addition, the student in conjunction with their agency and the University, will choose a local supervisor who will be able to supervise the carrying out of practical work as well as dealing with the practical and local problems experienced by the students.

**Pre-Tutorial Planning**

Students are expected to complete their own tutorial notes. As part of this process, students are asked to consider pre-planning issues/concerns regarding their workplace practical assignments. The following points need to be addressed both by the student and tutor and later discussed locally with their Local Supervisors.

- What is involved in carrying out the assignment?
- How do you propose to do it (e.g. where, with whom, with what resources etc.)?
- What help do you need from your tutor and/or local supervisor (and other people) to complete the assignment successfully (e.g. discussion of how to do it, observation and feedback, review of written report etc.)?
- Are there any potential hazards in carrying out the assignment to your own health and safety, the individual's or anyone else’s?
- If so, what supervision is required to guard against these hazards?
- What arrangements have you made for obtaining help and supervision (e.g. dates of meetings etc.)?

**Local Supervisors**

The local supervisor will usually be a member of staff of the student's own agency (or another local agency) but should not be the student's line manager. The supervisor will have skills and knowledge in the use of positive behaviour support with people who present challenging behaviour. Typically this might include clinical psychologists, other professionals with particular training/experience in this area of work and graduates of Tizard programmes. Supervisors should NOT BE part way through their own Tizard programme.

The role of the supervisor is essentially to provide local supervision of the student's practice of the skills being taught on workshops. It is envisaged that this will involve meeting with the student a minimum of once per month. At these meetings the supervisor's main activities are likely to be:

- Observation of the student's practical performance and the provision of feedback
- Inspection of written work relating to the student's practice
- Discussion of difficulties arising for the student
Supervisors can raise with the student’s tutor any concerns they have about the student’s progress on the programme. In particular, this should include any concerns that the student is, in their written work, misrepresenting the process or outcomes of their work in a way liable to mislead the Board of Examiners about the student’s knowledge or competence. Many students find having a reliable local supervisor extremely useful and beneficial.

**Examination System**

The assessed work completed by students is divided into five modules (in taught order):

- TZ517 - Introduction to Positive Behaviour Support (15 credits)
- TZ520 - Assessing and Understanding Challenging Behaviour (15 credits)
- TZ519 - Designing Behaviour Support Plans (15 credits)
- TZ518 - Implementing and Evaluating Behaviour Support Plans (15 credits)
- TZ525 - Work-based Learning in Positive Behaviour Support (60 credits)

Students must keep copies of each assignment, appendices & DVDs. There is nothing the BSc Team can do if students have not retained a copy of this material. Students will be assessed on the basis of the following:

1. Four two-part assignments, one for each of the first four modules (single-marked by tutor, with a random selection subject to marking checks)
2. One portfolio for the work-based learning module (single-marked by tutor, with a random selection subject to marking checks)

The overall Diploma mark consists of the average mark (appropriately weighted) from all modules. University regulations allow students a maximum of six years to complete the Diploma including any periods of intermission. In some circumstances additional fees may be charged for students who go beyond the normal one-year of the course.

**The Credit Framework**

Study on the programme is divided into a number of blocks called modules. Each module carries a number of credits with one credit corresponding to 10 hours of “learning time”. This includes all taught and supervised classes and all private study and work-based learning. The programme comprises 120 credits (approximately 1200 hours of learning time) and for full-time students represents one year of study. All modules are designated at Level I (Intermediate, equivalent to second year University study). To be eligible for the award of a Diploma students normally have to obtain 120 credits (at least 90 at Level I). Credits awarded are considered eligible to contribute towards an award of a Diploma for up to 6 years.

Students must be in employment or have responsibilities in the field of intellectual/developmental disabilities. Where students are in full-time employment they should seek an allowance of 1 day a week from their employer to conduct assignments. This will be in addition to time away to attend Tizard workshops. This constitutes a commitment from employers. As the programme employs work-based learning much of the work related to the Diploma will be an integral part of their everyday employment or responsibilities. Students should anticipate that they would have to allow some of their own time to be devoted to study. The Diploma programme prepares you to work with a vulnerable and at times difficult client group requiring satisfactory performance in all aspects of the programme and therefore it is not appropriate to allow failure in any module to be offset by good performance in others. To complete the Diploma successfully you have to pass all modules.
Student Attendance

1. The Diploma is awarded subject to satisfactory completion of assignments AND full attendance. Lectures and seminars (including web-based discussion) are compulsory.

2. You should notify your tutor and Programme Secretary in advance of any unavoidable non-attendance at teaching workshops (or parts of workshops) explaining the reason for your absence. Your tutor will discuss with you ways in which you can catch up on the material you have missed.

3. Attendance records will be kept at each workshop and tutors will be alerted of un-notified non-attendance.

4. If, unavoidably, you miss half or more of a workshop you should discuss with your tutor:
   - Ways in which you can catch up on the material you have missed
   - Your possible need to attend the missed teaching the next time it is made available (i.e. the following year)
   - Your possible need to “intermit” (temporarily withdraw) from the Diploma, returning the following year at the point at which you were no longer able to attend. If you wish to request an intermission, you should apply in writing attaching appropriate documentation after discussing this request with your tutor. Requests to intermit are subject to approval by Faculty, not your tutor.

5. Where half or more of a workshop has been missed, the Board of Examiners will consider whether the student should be required to attend the missed teaching bearing in mind: their performance on relevant assignments; the reasons for missing the original teaching; the efforts made to catch up on the material missed. In some cases, where significant amounts of teaching have been missed, this may result in delayed progression (if registered for the BSc) or in delay in the award of the Diploma.

Examination Conventions

To obtain the Diploma students must pass all five modules. This is a special regulation applying to this Diploma because of the importance of ensuring practical competence in students. The obtaining of the Diploma with Merit or Distinction is subject to the University's usual conventions. Both average and preponderance methods are used. Thus, to obtain a Diploma with Merit, the student should obtain either an average mark of 60 or above but less than 70, or an average mark of 57 or above and a mark of 60 or above for 55% or more of the credits obtained. To obtain a Diploma with Distinction, the student should obtain either an average mark of 70 or above, or an average mark of 65 or above or a mark of 70 or above for 50% or more of the credits obtained.

Where a module has been failed students are generally able to resubmit written work subject to the approval of the Board of Examiners. Where a module mark is based partly or wholly on resubmitted work, the best mark will be used for the award of credit and the minimum pass mark will be used for classification/transcript purposes.

In taking decisions about final classification, medical and other evidence of impaired performance or absence is considered in accordance with the usual conventions. Students who request additional time to complete assignments or who are required to resubmit assignments at the end of the Diploma may be charged an additional fee.
How to Successfully Complete the Diploma

Work hard, read, read some more, and follow the annotations! Diploma students will carry out the practical work required in a range of different contexts. Students may be working in a residential or day service and do most or all of their work in that setting. Others may have a peripatetic role involving their acting as a consultant to other groups of staff, individuals or family members. Some may be carers or family members. Some of the conditions that follow will apply more to some contexts than others. The presence of these conditions will be reviewed during the admissions process, and through tutorials. The identification of missing conditions or other impediments to good practice will, initially, lead to attempts by the tutor (in conjunction with the student, their local supervisor and the person nominating the student for the Diploma) at remediation. As a last resort, if these attempts fail, the student may not be admitted to the Diploma or may be asked to withdraw.

Because of the difficulty of prescribing across a wide variety of local contexts the conditions below are described in relatively general terms but with identification of the “level” of a condition that should instigate concern and investigation.

Sufficient good-quality supervision
The supervision needs of students will vary both between students and across different points of the programme. Concern should arise if the student reports seeing their supervisor less than once a month, having repeated difficulty contacting them or repeatedly finding their input unhelpful.

Sufficient time to carry out assignments
In nominating a potential student, agencies agree to adjust their workload as required to allow the student the time to properly attend to the requirements of assignments. We estimate that the equivalent of one day a week (including the time for attending teaching workshops) is required. Concern should arise if the student's workload appears to have changed minimally or not at all and they report having insufficient time to do the assignments or doing them almost entirely in their own time.

Managerial support
Assignments may be carried out in the student’s usual employment setting (in which case managerial support is likely to come from their line manager) or in another setting where the student has a peripatetic or consultancy role. Difficulties are more likely to arise in the latter situation where the student is likely to require a clear mandate to proceed from the relevant manager. Concern should arise if the student reports overt or covert opposition to their work from the manager or repeated failure to provide the necessary resources or make the necessary arrangements for the student’s work to proceed.

Service quality
Unfortunately, many service settings for people with learning disabilities are of demonstrably poor quality. Such deficits are often remediable, however, by appropriate interventions and their remediation is, almost invariably, one of the aims of the student’s work. Commonly observable deficits such as (non-critical) failure to adequately address physical health care needs, low levels of individual activity, low levels of interaction between staff and individuals, low levels of stimulation and clumsy methods of interaction with individuals should not, therefore, automatically trigger concern in respect of a student’s ability to work in that environment. Concern should arise, however, if there is evidence of more actively damaging
processes or events in the services where students are carrying out assignments. These might include evidence or strong suspicion of physical or sexual abuse of individuals, evidence of the use of physical management techniques without the appropriate training or policy support, evidence of the use of un-endorsed or un-monitored procedures which significantly restrict people’s lifestyles or interfere with their rights, and evidence of (potentially critical) failures to address physical health care needs. Generally, in these kinds of situations, the student should not proceed with an assignment as management action to remedy the problems is likely to be both more important and a necessary condition of any (effective) work that the student does. Instead students will be advised (and supported, if necessary) in drawing the attention of their local supervisor to the issues and to work out an appropriate way of both obtaining effective management action to remedy the deficiencies identified and continuing with their assignments, perhaps in another location.

**Direct care staff continuity, experience, competence and motivation**

In the course of carrying out their assignments students may confront situations in which poorly trained and motivated staff with little experience or competence are being expected to deal regularly with very difficult behaviour with little support or direction. Similarly, they may find themselves working with staff groups where the level of turnover is very high or considerable use is made of agency staff that do not know the individual or the procedures in use by the service. Such staffing arrangements are, of course, unlikely to produce high levels of service quality and will usually make it very difficult to implement changes of benefit to the individual. Concern should arise if such arrangements are found, although a judgement will inevitably have to be made as to the degree to which the student’s work may constitute part of what is needed to increase the competence and motivation of staff.

**Quality Assurance**

The BSc is subject to University of Kent quality assurance procedures for programmes of teaching. These involve the production of an annual report (which includes summaries of student feedback) and periodic review every 8 years by a panel of other University teachers and external members. The most recent periodic review process occurred in 2006. The panel gave its approval for the BSc to continue. The panel acknowledged the amount of change that the School had undergone in recent years and noted the strong relationship between staff and students with the former being seen as open, communicative and very approachable. They said the School had developed a good range of assessment practices that were well matched to the programmes’ differing characteristics. Of particular note were those for the social work programme at Medway and for the programmes at Tizard. The panel also recommended that the Department should develop an e-learning strategy for the whole School, drawing on the good practice already implemented within the Tizard centre.

The Quality Assurance Agency conducted an external assessment of all Tizard Centre teaching in 1999. The overall assessment rating was 21/24. Maximum scores were obtained in teaching, learning and assessment, student progress and achievement and student support and guidance. The Review Panel made clear that the items where points were lost (curriculum, learning resources and quality management) related to the other departments included in the same subject area. Programmes in the Tizard Centre were, therefore, rated at the highest level by the panel. This was an outstanding result with which we were naturally delighted.

The review panel specifically commended the centre in a number of areas. They drew attention to the processes by which students and staff evaluate success and realise learning objectives. They said that they were particularly impressed with the Centre’s links with
professional bodies and practice providers, and commended the beneficial effects on student performance of support from the centre and from agency supervisors. Placement support in Tizard was described as robust and they commented on the Centre’s attempts to meet student needs for learning resources. The Tizard Centre was described as having a comprehensive and robust management structure for quality management procedures in place.

What all this means is that you can be assured that the Centre’s teaching meets the highest standards among Universities in Britain.

**Student Feedback & Staff-Student Liaison Meetings**

At the end of each workshop you will be asked to provide feedback on the workshop. In addition, regular meetings of the student group and members of the Diploma team are scheduled within the workshops, to discuss general issues related to the Diploma. Such meetings are formally recognised and required by the University as providing a means of gaining student feedback and ensuring the full involvement of students in important issues of teaching and learning.

**Learning and Teaching Committee**

The quality of Learning and Teaching is overseen by a Board of Studies within the Tizard Centre and by the Department’s (School of Social Policy, Sociology and Social Research) Learning and Teaching Committee. Students are invited to nominate representatives to attend these committees and put forward the views of the student-body on all aspects of the way the courses are presented and facilitated.
Day 1: The morning of the first day of the workshop will begin by welcoming students and introducing the programme content and assignments. You will be shown how to access Moodle. The rest of the day will include an overview of current understanding of challenging behaviour and of the features of Positive Behaviour Support. Particular attention is paid to the importance of seeing functional assessment (and, indeed, positive behaviour support) as a “scientific” activity in which rules of evidence should be explicit and observed. We consider operational definitions of challenging behaviour and measurement.

Day 2: The morning of day 2 will be spent on issues of consent, including approaches to understanding the capacity of individuals to give consent. We will discuss the values underpinning different approaches to challenging behaviour and an overview of important ethical and legal issues that arise in the provision of services. The afternoon of the workshop introduces a range of approaches to assessing challenging behaviour that students will be expected to use in their assignment.

Day 3: Since Positive Behaviour Support is underpinned by behaviour analytic concepts these will be introduced today. The afternoon explores the different types of interviews, and reviews the use of interview schedules to gather information about challenging behaviour. The session will support the practical use of the O’Neill et al interview schedule and the analysis and interpretation of data arising along with issues around reliability and validity.

Day 4: The morning will consider quality of life and positive goals, emphasising the need to look ‘beyond the behaviour’. We’ll also introduce the Work-Based Learning Module (TZ525) of the Diploma will take place toward the end of the day; students will leave with an understanding of what is required to complete the portfolio required by this module. The workshop ends with a briefing on the assignment, an opportunity for students to give feedback on teaching and the programme in general (student consultative meeting) and group tutorials.

Module Reading

Key Book

Additional, Recommended Reading


Specific Learning Outcomes
Following the successful completion of this module, students should be able to:

- Discuss the factors which contribute to the occurrence of challenging behaviour in children and adults with intellectual and developmental disabilities
- Describe the key elements of Positive Behaviour Support
- Demonstrate their understanding of the importance of quality of life outcomes in supporting people whose behaviour is challenging
- Demonstrate their understanding of a functional approach to behaviour
- Describe evidence-based frameworks for assessing and intervening with individuals whose behaviour is challenging
- Describe the roles played by proactive and reactive interventions in supporting behaviour change
- Describe the role played by families, schools, workplaces, homes and communities in supporting behaviour change
- Demonstrate an understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities and challenging behaviour
- Provide rationales for the use of non-aversive and constructive methods in the reduction of challenging behaviour
- Evaluate current approaches to supporting the behaviour of an individual whom they support/care for
- Begin the process of functional assessment

Generic Learning Outcomes
Following the completion of these module students should:

- Have prepared a written assignment which shows their capacity to draw on both published work and their own experience
- Have demonstrated their ability to understand, and communicate in writing, abstract concepts
- Have conducted a review of current behaviour support arrangements, requiring them to work collaboratively with other practitioners
- In following this review with an initial intervention plan, have compared and contrasted the merits of alternative interventions
- Have continued to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments
- Have continued to use information technology (word processing, email, internet use) to meet the demands of the programme
- Have developed further their ability to summarise and graphically represent data on indices of change
- Have been introduced to the requirements of the work-based learning module
University of Kent
The Tizard Centre

Diploma in Positive Behaviour Support

The mark given is an internal mark subject to confirmation by the annual meeting of the Board of Examiners.

Student number:

Module: TZ517 Introduction to Positive Behaviour Support

Marker:

Mark:

Word Limit: 3,500

Assignment Brief: submit a written assignment in two parts which:

1. Critically evaluates the approaches currently used to understand and support the challenging behaviour of a child or adult with learning disabilities.
2. Begins the process of conducting a functional assessment of the individual’s behaviour.

The assignment should attend to all sections of the attached checklist. This and the next three assignments relate to the same individual. You should identify the individual bearing in mind the time-scale that you have to complete assignments. It may be difficult to do this in the time available if the individual’s challenging behaviour is low frequency (e.g. less than once a week). All assignments should:

- Describe the work you have done;
- Present raw data in appendices;
- Put your work in the context of the academic and professional literature;
- Take account of the policy context;
- Show evidence of a reflective approach to practice;
- Be carried out with all appropriate consents and approvals;
- Be consistent with evidence-based best practice;
- Be consistent with respect for the rights of the individual client and others.

Submission Date: By 10.00 AM on Monday 6th November 2017. We endeavour to return annotations within three weeks.

Date:

General comments: (summarising strengths and possible improvements)
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<thead>
<tr>
<th>Part One</th>
<th></th>
<th>Maximum</th>
<th>Awarded</th>
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<tbody>
<tr>
<td>1</td>
<td>Outline the purpose of this assignment. Provide a brief description of the focal child or adult. Provide an <strong>operational description</strong> of the <strong>target behaviour</strong> and a rationale for selecting it.</td>
<td>5%</td>
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<td>2</td>
<td>What do people think causes the <strong>target behaviour</strong>?</td>
<td>7%</td>
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<td>3</td>
<td>Describe current behaviour support strategies</td>
<td>5%</td>
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<td>4</td>
<td>How are these monitored?</td>
<td>7%</td>
<td></td>
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<td>5</td>
<td>Do these reduce challenging behaviour and improve the person’s quality of life?</td>
<td>10%</td>
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<tr>
<td>6</td>
<td>Describe the individual’s quality of life</td>
<td>14%</td>
<td></td>
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<tr>
<td>Part Two</td>
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<td>Maximum</td>
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<tr>
<td>7</td>
<td>Describe Positive Behaviour Support and how it might be applied</td>
<td>12%</td>
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<tr>
<td>8</td>
<td>How do medical issues and history impact on the person?</td>
<td>5%</td>
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<tr>
<td>9</td>
<td>How is communication enabled?</td>
<td>5%</td>
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<td>10</td>
<td>Present results of at least two O’Neill interviews (or equivalent format)</td>
<td>15%</td>
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<td>11</td>
<td>How does the person spend their day?</td>
<td>5%</td>
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<td>12</td>
<td>What are the capabilities &amp; beliefs of people supporting the person?</td>
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<td>13</td>
<td>Summarise the factors contributing to challenging behaviour</td>
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<td>14</td>
<td>Report presented well (neat, few typos, correct pages no’s.), good use of English (grammar, comprehensibility, spelling etc.), sub-headings and paragraph breaks to support a clear and logical structure. <strong>If not, up to -5</strong></td>
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<td>15</td>
<td>DVD no less than five and no more than ten minutes duration showing you a) reflecting on your own learning and b) conducting interviews. <strong>-20 if no sound or vision or unplayable; -20 if submission does not meet criteria.</strong></td>
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<td>16</td>
<td>References cited correctly in assignment &amp; reference list. <strong>Up to -4</strong></td>
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<td>17</td>
<td>All identifiers removed. <strong>Up to -4</strong></td>
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<td>18</td>
<td>Consent considered in the assignment, written evidence provided <strong>Up to -4</strong></td>
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<td>19</td>
<td>Within word limit. -1 for each 100 words over allowance</td>
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<td>20</td>
<td>Total Awarded</td>
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Tizard Centre
Diploma in Positive Behaviour Support

Workshop 2: TZ520 Assessing and Understanding Challenging Behaviour

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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Monday 6 November 2017</td>
<td>9.00-12.00</td>
<td>Direct observation I</td>
</tr>
<tr>
<td></td>
<td>1.00-16.00</td>
<td>Indirect Observation &amp; data analysis</td>
</tr>
<tr>
<td>Tuesday 7 November 2017</td>
<td>09.00-12.00</td>
<td>Data Analysis &amp; Presentation</td>
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<tr>
<td></td>
<td>13.00-16.00</td>
<td>Using questionnaires and checklists</td>
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<tr>
<td>Wednesday 8 November 2017</td>
<td>9.00-12.00</td>
<td>Rapport</td>
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<td></td>
<td>13.00-16.00</td>
<td>Collating information and developing formulations</td>
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<tr>
<td>Thursday 9 November 2017</td>
<td>09.00-12.00</td>
<td>Direct observation II (reliability &amp; data analysis)</td>
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<td></td>
<td>12.30-13.00</td>
<td>Assignment briefing</td>
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<td>13.00-13.15</td>
<td>Student consultative meeting</td>
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<td></td>
<td>13.15-16.00</td>
<td>Tutorials /Portfolio Discussions</td>
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</tbody>
</table>

**Day 1:** The morning session will review the use of direct observation to gather information about challenging behaviour, including O’Neill et al’s Functional Assessment Observation Form and Momentary Time Sampling (MTS). The afternoon reviews the use of indirect observations to gather information about challenging behaviour: this includes the practical use of ABC charts (three-term contingencies) and scatter plots, as well as support for the training of others to complete these. The analysis and interpretation of data arising from these tools will be examined, as will the reliability and validity of indirect observations.

**Day 2:** We’ll examine data presentation in the morning. The afternoon continues with reviewing the use of questionnaires and checklists to gather information, and supports the practical use of the Motivation Assessment Scale (MAS) and Questions about Behavioural Function (QABF). It will consider the reliability and validity of questionnaires and consider the analysis of data.

**Day 3:** The morning session focuses on the effects of having good rapport and more importantly, how to develop it. The afternoon will consider comparison of information obtained by different methods, support the practical collation of information within a functional assessment framework, support the development of summaries of the evidence concerning context (historical, ecological, biological, psychiatric), antecedents and consequences related to challenging behaviour, and support the practical collation of summaries into written and visual formulations of the factors influencing behaviour.

**Day 4:** The second session of direct observations will consider reliability and validity as well as the analysis of data. The workshop will end with a briefing on the module assignment, an opportunity for students to give feedback on teaching and the programme in general (student consultative meeting) and individual or small group tutorials.

**Module Reading**

**Key Book**


**Additional Recommended Reading**


Specific Learning Outcomes
Following the successful completion of this module, students should be able to:

- Give a rationale for using functional assessment
- Gather information relevant to functional assessment from records, questionnaires, observation and interview
- Use a framework for assessment which leads to:
  - Operational descriptions of behaviour;
  - Analysis of the contribution of personal, family, medical and treatment history to challenging behaviour;
  - Analysis of the contribution of the social and physical environment to challenging behaviour;
  - Antecedent and consequence analyses;
  - Reinforcement and mediator analyses;
  - Analysis of the contribution of communication, social, cognitive, biological, emotional and psychiatric factors to challenging behaviour.

Generic Learning Outcomes
Following the completion of this module students should:

- Have prepared a written assignment which shows their capacity to draw on both published work and their own experience
- Have demonstrated their ability to understand, and communicate in writing, abstract concepts
- Have conducted an assessment of an individual’s challenging behaviour, requiring them to work collaboratively with other practitioners
- In following this assessment with a discussion of intervention options, have compared and contrasted the merits of alternative interventions
- Have continued to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments
- Have continued to use information technology (word processing, email, internet use) to meet the demands of the programme
- Have developed further their ability to summarise and graphically represent data
Diploma in Positive Behaviour Support

The mark given is an internal mark subject to confirmation by the annual meeting of the Board of Examiners.

Student number:

Module: TZ520 Assessing and Understanding Challenging Behaviour

Marker:

Mark:

Word Limit: 3,500

Assignment Brief: submit a written assignment in two parts which:

1. Describes the methods you have used and the results you have obtained in gathering information relevant to the functional assessment of an individual’s challenging behaviour.
2. Collates and interprets the information into a clear formulation of the factors responsible for the individual’s challenging behaviour.

The assignment should attend to all sections of the attached checklist. All assignments should:

- Describe the work you have done;
- Present raw data in appendices;
- Put your work in the context of the academic and professional literature;
- Take account of the policy context;
- Show evidence of a reflective approach to practice;
- Be carried out with all appropriate consents and approvals;
- Be consistent with evidence-based best practice;
- Be consistent with respect for the rights of the individual client and others.

Submission Date: By 10AM on Monday 29th January 2018. We endeavour to return annotations within three weeks.

Date:

General comments: (summarising strengths and possible improvements)
<table>
<thead>
<tr>
<th>Part One</th>
<th>Maximum</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarise previous work</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>2. Describe functional assessment, evidence for, and methods</td>
<td>10%</td>
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<tr>
<td>3. Describe rapport between the person and mediators, outlining data collection</td>
<td>10%</td>
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<tr>
<td>4. Present results of at least 4 completed questionnaires</td>
<td>10%</td>
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<tr>
<td>5. Present the results of at least one week’s recordings by staff/carers of the target behaviour (e.g. ABC records)</td>
<td>10%</td>
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<tr>
<td>6. Present results of at least 8 hours of direct observations you have completed on the target behaviour</td>
<td>10%</td>
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<table>
<thead>
<tr>
<th>Part Two</th>
<th>Maximum</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Discuss reliability and validity</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>8. How has what you’ve found modified your views from TZ517?</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>9. Discuss reasons for any inconsistencies between measures</td>
<td>10%</td>
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<tr>
<td>10. Provide a written formulation. When, where, how often and why does the behaviour occur?</td>
<td>12%</td>
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<tr>
<td>11. Provide a graphical formulation incorporating current contingencies and distant events that may have contributed to the target behaviour. <strong>If not or if it does not relate to contents outlined in 11) up to -10</strong></td>
<td></td>
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</tr>
<tr>
<td>12. Describe how you have tested the social validity of your formulation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>13. Report presented well (neat, few typos, correct pages no’s.), good use of English (grammar, comprehensibility, spelling etc.), sub-headings and paragraph breaks to support a clear and logical structure. <strong>If not, up to -5</strong></td>
<td></td>
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</tr>
<tr>
<td>14. DVD no less than fifteen and no more than twenty minutes duration showing you a) assessing rapport, b) conducting direct observations, c) discussing the social validity of your formulation with stakeholders, and d) critically evaluating your own findings for no more than three minutes. <strong>-20 if no sound or vision or unplayable or does not meet criteria.</strong></td>
<td></td>
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<tr>
<td>15. References cited correctly in assignment &amp; reference list. <strong>Up to -4</strong></td>
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</tr>
<tr>
<td>16. All identifiers removed. <strong>Up to -4</strong></td>
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<tr>
<td>17. Consent considered, written evidence provided <strong>Up to -4</strong></td>
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<tr>
<td>18. Within word limit. -1 for each 100 words over</td>
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<tr>
<td>19. Total Awarded</td>
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</table>
Tizard Centre
BSc in Intellectual and Developmental Disabilities/Diploma in Positive Behaviour Support

Workshop 3: Module TZ519 - Designing Behaviour Support Plans

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 29th January 2018</td>
<td>9.00-16.00</td>
<td>Multi-element frameworks 1</td>
</tr>
<tr>
<td>Tuesday 30th January 2018</td>
<td>9.00-16.00</td>
<td>Multi-element frameworks 2</td>
</tr>
<tr>
<td>Wednesday 31st January 2018</td>
<td>09.00-12.00</td>
<td>Functional Communication Training</td>
</tr>
<tr>
<td></td>
<td>13.00-16.00</td>
<td>Contextual Fit &amp; Implementing Support Plans</td>
</tr>
<tr>
<td>Thursday 1st February 2018</td>
<td>9.00-12.00</td>
<td>Intervention &amp; Implementation Review</td>
</tr>
<tr>
<td></td>
<td>12.30-13.00</td>
<td>Assignment briefing</td>
</tr>
<tr>
<td></td>
<td>13.00-13.15</td>
<td>Student consultative meeting</td>
</tr>
<tr>
<td></td>
<td>13.15-16.00</td>
<td>Group Tutorials / Work Based-Learning</td>
</tr>
</tbody>
</table>

**Day 1 & 2:** Provide an overview of current models of organising intervention in challenging behaviour, presenting in detail elements of what is commonly known as the ‘LaVigna’ model. Specific interventions will be discussed in ecological, positive programming, reactive and focused support domains.

**Day 3:** The morning session introduces functional communication training interventions, and the afternoon explores methods of considering the context for intervention, in particular, considerations before implementing behaviour support plans.

**Day 4:** The morning session will provide an opportunity to sketch intervention and implementation plans for review by peers.

The workshop will end with a briefing on the assignment, an opportunity for students to give feedback on teaching and the programme in general (student consultative meeting) and small group tutorials: this will examine your progress with the portfolios.

**Module References:**

**Key Books**


**Additional, Recommended Reading**


**Specific Learning Outcomes**

Following the successful completion of this module, students should be able to:

- Reach valid conclusions about the functions of challenging behaviour following functional assessment
- Describe and discuss a number of frameworks for intervening with challenging behaviour
- Identify and design behaviour support strategies which alter the social or physical environment
- Identify and design behaviour support strategies which develop new and adaptive skills including the development of functional communication skills
- Identify and design focused behaviour support strategies including antecedent control and differential reinforcement
- Identify and design non-physical reactive strategies
- Identify and design multi-element behaviour support plans

**Generic Learning Outcomes**

Following the completion of this module students should:

- Have prepared a written assignment which shows their capacity to draw on both published work and their own experience
- Have demonstrated their ability to understand, and communicate in writing, abstract concepts
- Have designed a behaviour support plan around an individual’s challenging behaviour, requiring them to work collaboratively with other practitioners
- In designing this behaviour support plan, have compared and contrasted the merits of alternative plans
- Have continued to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments
- Have continued to use information technology (word processing, email, internet use) to meet the demands of the programme
- Have developed further their ability to summarise and graphically represent data
University of Kent
The Tizard Centre

Diploma in Positive Behaviour Support

The mark given is an internal mark subject to confirmation by the annual meeting of the Board of Examiners.

Student number:

Assignment Module: TZ519 Designing Behaviour Support Plans

Marker:

Mark:

Word Limit: 3,500

Assignment Brief: Submit a written assignment in two parts which:

1. Provides a multi-element positive behaviour support plan which is constructional, functional and socially valid
2. Provides a plan for the implementation of the behaviour support plan

The assignment should attend to all sections of the attached checklist. All assignments should:

- Describe the work you have done;
- Present raw data in appendices;
- Put your work in the context of the academic and professional literature;
- Take account of the policy context;
- Show evidence of a reflective approach to practice;
- Be carried out with all appropriate consents and approvals;
- Be consistent with evidence-based best practice;
- Be consistent with respect for the rights of the individual client and others.

Submission Date: By 10.00 AM on Monday 5th March 2018. We endeavour to return annotations within three weeks.

Date:

General comments: (summarising strengths and possible improvements)
<table>
<thead>
<tr>
<th>Part One</th>
<th>Designing Behaviour Support Plans</th>
<th>Maximum</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summarise previous work</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>Describe frameworks for intervening with challenging behaviour.</td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>Identify potential behaviour support strategies which a) alter the social or physical environment, b) develop new and adaptive skills, c) provide rapid artificial supports, and d) reactive strategies</td>
<td></td>
<td>10%</td>
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<tr>
<td>4</td>
<td>How have mediators been involved in intervention design?</td>
<td></td>
<td>10%</td>
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<tr>
<td>5</td>
<td>Describe methods of data collection you will use to evaluate the support plan</td>
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<td>.5%</td>
</tr>
<tr>
<td>Part Two</td>
<td>Describe the interventions selected. Discuss why the chosen interventions were preferred over others. Details in appendices.</td>
<td></td>
<td>20%</td>
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<tr>
<td>7</td>
<td>Present a pictorial summary of the positive behaviour support plan. If not, -5</td>
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<td>8</td>
<td>Describe the implementation plan for the interventions. Details in appendices.</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>9</td>
<td>Describe how you will monitor/benchmark implementation?</td>
<td></td>
<td>.5%</td>
</tr>
<tr>
<td>10</td>
<td>How will you support mediators? Details in appendices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Report presented well (neat, few typos, correct pages no’s.), good use of English (grammar, comprehensibility, spelling etc.), sub-headings and paragraph breaks to support a clear and logical structure. Up to -5</td>
<td></td>
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<tr>
<td>12</td>
<td>DVD no less than ten and no more than twenty minutes duration showing you a) involving mediators in the design of interventions, b) discussing with mediators implementation, and c) critically evaluating your own experiences of involving mediators in the work. -20 if no sound or vision or unplayable; -20 if submission does not meet criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>References cited correctly in assignment &amp; reference list. Up to -4</td>
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<td>14</td>
<td>All identifiers removed. Up to -4</td>
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<td>15</td>
<td>Consent considered, written evidence provided Up to -4</td>
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<tr>
<td>16</td>
<td>Within word limit. -1 for each 100 words over</td>
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<td>17</td>
<td>Total Awarded</td>
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</table>
Tizard Centre
Diploma in Positive Behaviour Support

**Workshop 4: Module TZ518 - Implementing and Evaluating Behaviour Support Plans**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 5th March 2018</strong></td>
<td>9.00-16.00</td>
<td>AM: Barriers to Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PM: Planning for Successful Implementation</td>
</tr>
<tr>
<td><strong>Tuesday 6th March 2018</strong></td>
<td>9.00-12.00</td>
<td>Quality Assurance: The Periodic Service Review</td>
</tr>
<tr>
<td></td>
<td>13.00-16.00</td>
<td>Organisations / Seminar Discussions &amp; Preparation</td>
</tr>
<tr>
<td><strong>Wednesday 7th March 2018</strong></td>
<td>9.00-12.00</td>
<td>How To Make Friends &amp; Influence People: Reporting Results / Seminars</td>
</tr>
<tr>
<td></td>
<td>13.00-16.00</td>
<td>Leadership</td>
</tr>
<tr>
<td><strong>Thursday 8th March 2018</strong></td>
<td>9.30-12.00</td>
<td>Work-based learning - group mentoring (tutors)</td>
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<td></td>
<td>12.30-13.00</td>
<td>Assignment Briefing</td>
</tr>
<tr>
<td></td>
<td>13.00-13.15</td>
<td>Student consultative meeting</td>
</tr>
<tr>
<td></td>
<td>13.15-16.00</td>
<td>Tutorials</td>
</tr>
</tbody>
</table>

**Day 1:** The day begins by examining why interventions may not always be as effectively implemented as they might be by considering common barriers to successful implementation. The remainder of the day involves examination of the research on implementation/change strategies and provides an opportunity for students to peer-review their own practice.

**Day 2:** The day begins with an examination of a quality assurance method known as the periodic service review. The afternoon will be spent in preparing your group presentations.

**Day 3:** The third day begins with a discussion on methods of reporting findings as well as student-group seminars and ends with us considering leadership in the change process.

**Day 4:** The progress of your portfolio will be considered by peers on Thursday morning. The workshop will end with an opportunity for students to give feedback on teaching and the programme in general (student consultative meeting) and individual or small group tutorials.

**Module References:**

**Key Book**


**Additional, Recommended Reading**


Specific Learning Outcomes
Following the successful completion of this module, students should be able to:

- Describe and discuss the barriers to the successful implementation of behaviour support plans
- Develop effective plans for the implementation of behaviour support plans
- Explain the rationale for the collection of data to evaluate the impact of behaviour support plans
- Identify and discuss measures of procedural reliability
- Identify and discuss measures of challenging behaviour including: frequency, duration, intensity, episodic severity
- Identify and discuss measures of the social validity of behaviour support plans
- Collect data reliably
- Represent data visually and interpret it accurately
- Implement and evaluate multi-element behaviour support plans

Generic Learning Outcomes
Following the completion of this module students should:

- Have prepared a written assignment which shows their capacity to draw on both published work and their own experience
- Have demonstrated their ability to understand, and communicate in writing, abstract concepts
- Have implemented a behaviour support plan around an individual’s challenging behaviour, requiring them to work collaboratively with other practitioners
- In implementing this behaviour support plan, have compared and contrasted the merits of alternative approaches to implementation
- Have continued to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments
- Have continued to use information technology (word processing, email, internet use) to meet the demands of the programme
- Have developed further their ability to summarise and graphically represent data


University of Kent
The Tizard Centre

Diploma in Positive Behaviour Support

The mark given is an internal mark subject to confirmation by the annual meeting of the Board of Examiners.

Student number:

Module: TZ518 Implementing & Evaluating Behaviour Support Plans

Marker:

Mark:

Word Limit: 3,500

Assignment Brief: submit a written assignment in two parts which:

1. Describes and discusses the process of implementing your behaviour support plan
2. Evaluates the impact of the behaviour support plan on the individual’s behaviour and quality of life

The assignment should attend to all sections of the attached checklist. All assignments should:

- Describe the work you have done;
- Present raw data in appendices;
- Put your work in the context of the academic and professional literature;
- Take account of the policy context;
- Show evidence of a reflective approach to practice;
- Be carried out with all appropriate consents and approvals;
- Be consistent with evidence-based best practice;
- Be consistent with respect for the rights of the individual client and others.

Submission Date: By 10.00 AM on Tuesday 5th June 2018. We endeavour to return annotations within three weeks.

Date:

General comments: (summarising strengths and possible improvements)
## Implementing & Evaluating Behaviour Support Plans

<table>
<thead>
<tr>
<th>Part One</th>
<th>Maximum</th>
<th>Awarded</th>
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</thead>
<tbody>
<tr>
<td>1. Summarise your previous work</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>2. What barriers does the literature suggest are likely to be encountered in implementing change?</td>
<td>15%</td>
<td></td>
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<tr>
<td>3. Discuss barriers to implementation you experienced</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>4. Discuss how barriers were managed</td>
<td>6%</td>
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<tr>
<td>5. Provide data on the procedural reliability of the implementation</td>
<td>10%</td>
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<tr>
<td>6. Evaluate the extent to which your implementation plan was effective</td>
<td>6%</td>
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<table>
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<tr>
<th>Part Two</th>
<th>Maximum</th>
<th>Awarded</th>
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<tbody>
<tr>
<td>7. Evaluate the extent to which your evaluation data are reliable and valid</td>
<td>6%</td>
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<tr>
<td>8. Present data on the impact of your behaviour support plan on the individual's challenging behaviour</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>9. Present data on the impact of your behaviour support plan on the individual's quality of life</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>10. What are the views of mediators and focal person?</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>11. Critically evaluate the entire process from assessment to evaluation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>12. Report presented well (neat, few typos, correct pages no’s.), good use of English (grammar, comprehensibility, spelling etc.), sub-headings and paragraph breaks to support a clear and logical structure. <strong>If not, up to -5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. DVD no less than fifteen and no more than twenty minutes duration showing you a) carrying out two aspects of the multi-element intervention, b) working with mediators to support them to conduct two aspects of the multi-element intervention, c) discussing evaluation data with mediators, and d) discussing with your local supervisor the entire process. <strong>-20 if no sound or vision or unplayable; -20 if submission does not meet criteria.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. References cited correctly in assignment &amp; reference list. <strong>Up to -4</strong></td>
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<tr>
<td>18. Total Awarded</td>
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</table>
Workshop 5: Module TZ525 Work-Based Learning in PBS

Day 1  A group simulation of a functional assessment and intervention.

Day 2  We review the Diploma programme.

Module References:


Specific Learning Outcomes

Following the successful completion of this module, students should:

- Demonstrate, in their work with people with intellectual and developmental disabilities, a critical understanding of the factors underlying challenging behaviour.

- Demonstrate, in their work with people with intellectual and developmental disabilities, the use of individualised, functionally-based assessment of challenging behaviour.

- Demonstrate, in their work with people with intellectual and developmental disabilities, the use of functionally-based interventions with challenging behaviour.

- Demonstrate, in their work with people with intellectual and developmental disabilities, a local leadership role in the implementation and evaluation of behaviour support plans.

Generic Learning Outcomes

Following the completion of this module students should:

- Have prepared written work which shows their capacity to draw on both published work and their own experience

- Have demonstrated their ability to understand, and communicate both in written and spoken form, abstract concepts

- Following a review of their practice, have implemented a local work-based personal and service development plan requiring them to work collaboratively with service users, family carers and other practitioners
- Have included and reflected on the achievement of objectives in their development plan, showing a capacity to improve and apply their own learning.
- Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.
- In the course of implementing their development plan, have identified and clarified problems and considered alternative strategies for overcoming them.
- Have used information technology (word processing, email, internet use) in support of their development plan.
- Have developed their numeracy skills through the use of quantitative measures of change in their personal and service practice.
Module TZ525 Work-Based Learning (PBS) Module Guidance

This module encourages and examines the development of practical competence in your workplace. You are expected to provide evidence of the design, implementation and evaluation of a development plan in your place of work which will include work focused upon an appropriate combination of:

- One or more individuals with intellectual/developmental disabilities;
- The leadership of other staff/carers;
- The organisational arrangements surrounding individuals you support.

Evidence should be provided in the form of a portfolio. The portfolio contains the materials generated in the course of your work. The portfolio might not be written as a new report but a compilation of written (and possibly other) materials with an interlinking, critically reflective commentary to allow the reader to make sense of them and to show what is being learned from the experience. All materials included should be dated.

The main purpose of the portfolio is to give us a chance to "see you in action" in your workplace. It will allow us to form a judgement about your practical ability to apply your learning on positive behaviour support. We want to see the actual materials created in the course of your work accompanied by your critically reflective comments with hindsight. In sum the portfolio should provide evidence of your having met the module's specific learning outcomes. It should demonstrate:

- A critical understanding of the factors underlying challenging behaviour;
- The use of individualised, functionally-based assessment of challenging behaviour;
- The use of functionally-based interventions with challenging behaviour;
- You taking a local leadership role in the implementation and evaluation of behaviour support plans.

Content of Portfolio

The portfolio is your record of all the important things that happened in the process of work-based learning. It will contain a whole range of different types of evidence including, but not limited to, some or all of the following:

- Formulation of obstacles to the implementation of positive behaviour support;
- Development plan for overcoming obstacles;
- Summary of or actual report of positive behaviour support with one or more individuals;
- Guidelines written for other staff;
- Minutes of meetings held to discuss your plans for change or to review progress;
- Reports written in the course of conducting the work e.g. progress reports or letters to the referrer or other stakeholders;
- Data, recording methods, summaries of data (graphs);
- Correspondence;
- Support plans related to the work you are doing;
- Notes, correspondence relating to your consultations with others e.g. therapists;
- Evaluation criteria;
- Feedback from staff and manager;
- Continuation sheets (containing your own notes of meetings, telephone conversations etc);
- Notes on staff training (e.g. programmes, objectives, outcomes, methods);
- Record of hours spent on portfolio-related activity to ensure that work done justifies credit awarded.
This is not a comprehensive list but an indicative one. Some of the material will not have been written by you. Even material written by you will usually have been generated by the process of doing what you are doing rather than be specially written for the portfolios.

The portfolio should contain a reflective commentary which enables the reader to make sense of the contents and which illustrates your own learning and thinking. This might include an index and continuation sheets specially written for the portfolio to make clearer what happened and why.

It is very important that you ensure that you receive adequate supervision in carrying out this work. It is primarily your responsibility to organise and obtain this. It is expected that supervision will come from a variety of sources including your local supervisor, your tutor and group discussions at workshops. You are encouraged to also use peer evaluation processes where possible. You should keep a record of supervision received and this should be included as part of your portfolio, as should independent confirmation from your supervisor. Should, at any point, you feel you are receiving an inadequate quantity or quality of supervision you should immediately raise the issue with your tutor.

You should compile the portfolio as you go along and, if you wish, you may show a copy of your partially compiled portfolio to your tutor at tutorials. Your portfolio may draw on material relating to work you have done at any point during the current year of study but must not duplicate work already reported in other assignments.

Format of portfolio
The format is that of a file. You should divide the material into meaningful sections e.g. individual work, staff training, organisational etc. You should provide a contents list which allows the portfolio to be navigated easily. The file should be organised and signposted to make it clear and readily accessible to someone who knows much less than you do about the detail of what you have done and why. Creating a ‘mapping document’ at the front of your portfolio will help you. This document will show the required components of the portfolio and whereabouts in the portfolio your evidence is.

Assessment of Portfolio
In assessing your portfolio we will be doing something akin to "auditing" the file as the representation that we have of your actual work, against the annotation. You should not treat the sections on the annotation form as sub-headings. They are intended as criteria which we will apply to our audit. There is no word minimum or limit for this assignment. Shortly before you are due to submit you should do your own audit, attending to a number of issues:

- Is there material included which is not relevant to your positive behaviour support work - we don't need, for example, every memo inviting people to a meeting if there are also minutes of the meetings;
- Have you removed all references to the names of clients or other identifying material?
- Have you provided details of consent and consultation processes?
- As you go through the file are there "jumps" which would be difficult for someone else to understand - if so add some commentary;
- What is the best way to present the file? Though you will probably have decided on a preliminary organisation at the outset you may want to review this before submitting;
Is the material legible? We expect there to be a mixture of typed and handwritten materials but all of it must be legible.

Outline of Planned Process of Teaching and Support
1. The earlier you start collecting information and evidence the better. In additional to a workshop set aside for this module in May 2013, time is allowed in earlier workshops to help students start thinking about their portfolios.
2. Other group mentoring sessions will involve the same groups with you feeding back your progress and receiving feedback from tutors and students.

Examples of portfolio content
The exact nature of the work that you do will vary (sometimes substantially) between different students, reflecting the different situations in which you are working. As additional guidance we provide here three examples of work that would meet our expectations conducted by students working in different circumstances.

Example 1 - Manager of house for 4 people with learning disabilities and challenging behaviour, staffed 24 hours a day by team of 11 staff
It is very likely that, in this situation, you will have conducted assignments 1-4 with one of people who live in the house. Your aim, in work-based learning, will be to ensure that this work is now generalised across all the people in the house. Your experience in the first 4 assignments has identified a number of obstacles in the way of this aim:

- Your behaviour support plan included the delivery of a differential reinforcement programme. In the end, however, you did not feel confident enough about your understanding of these programmes and didn’t implement it;
- Not all of your staff had a good understanding of challenging behaviour. Some felt that it was “naughtiness” and should be punished, some felt that there was no point in trying to do anything as it was just part of peoples’ learning disability. As a result not all of the behaviour support plan you developed was consistently implemented;
- Even where functionally-based support strategies were implemented staff did not seem to generalise the ideas behind them into their work with other service users;
- Some staff appeared to have a much better relationship with service users than others and this was reflected in the frequency of challenging behaviour in their presence;
- Although you suspected that the individual’s health was having a significant impact on their challenging behaviour you found it difficult to get the GP to take this seriously or conduct the necessary tests;
- Some of the physical intervention (PI) training provided to your staff seems to contradict a positive behaviour support approach and to emphasise the use of pain to “support” people to comply.

To try to overcome these obstacles your service development plan involves the following components:
- To develop your own skill in implementing differential reinforcement programmes you will consult your tutor to identify appropriate readings, draft a programme on which you will get feedback from your tutor and the company’s psychologist, implement the programme and gather data on its effects (evidence: list of reading, notes of meetings, copy of programme, graph showing data);
- To improve your staff’s understanding of challenging behaviour you will liaise with your company’s training officer to develop a 1 day workshop for your staff on the causes of
challenging behaviour (evidence: notes of meetings, workshop programme, slides or handouts used, feedback forms);

- You will follow this up with individual coaching sessions with all staff in which they receive constructive feedback on their implementation of aspects of the intervention (evidence: copies of feedback sheets);
- To encourage generalisation you will review at staff meetings existing behaviour support plans for other service users and support key workers to conduct simple functional assessments, revising existing behaviour support plans as necessary (evidence: minutes of staff meetings, revised support plans, formulations for each service user);
- To encourage the development of better staff-service user relationships, you support staff to develop person-centred profiles for each service user indicating the kind of interaction that best suits each individual and have individual coaching sessions with staff (evidence: profiles, feedback sheets);
- To improve the detection of health difficulties you discuss the problem at meetings with your manager and with other home managers with a view to your manager (or the service director) arranging a meeting with the local Primary Care Trust to discuss the best approach to the problem. In the meantime you keep a record of all requests of the GP and the response received (evidence: notes of meetings, record of requests);
- With a view to increasing consistency between Physical Intervention (PI) training and Positive Behaviour Support you review your company’s PI policy and write a short report outlining the problems for the management group (evidence: annotated PI policy, report, response from management group).

Example 2 - Member of NHS community-based peripatetic team providing support to families of children with learning disabilities and challenging behaviour

It is very likely that, in this situation, you will have conducted assignments 1-4 with one of the families that you work with. Your aim, in work-based learning, will be to ensure that this work is now generalised across both other staff in your team and families within the area. Your experience in the first 4 assignments has identified a number of obstacles in the way of these aims:

- Your behaviour support plan included the delivery of a differential reinforcement programme. In the end, however, you did not feel confident enough about your understanding of these programmes and didn’t implement it;
- Not all of the families you work with have a good understanding of challenging behaviour. Some feel that it is “naughtiness” and should be punished, some that it is cruel to stop people doing things that they want to do. The family you worked with found it difficult to stop punishing their son and, as a result, not all of the behaviour support plan you developed was consistently implemented;
- Even where functionally-based support strategies were implemented there was often a great deal of inconsistency between parents and plans broke down when other family events took priority;
- You feel implementation of plans would be much better if families got rather more respite care than currently and if it were possible to place support workers in family homes more often;
- Many of the families you work with tell you that staff in the local special school are not very skilled in working with their children and their challenging behaviour is often worse during term time;
- Other members of your team come from a range of professional backgrounds and this has been the source of some conflict within the team. The psychologist is not convinced that you should be doing the work you are doing, the occupational therapist has been trying to
get everyone to take a sensory integration approach, the speech and language therapist thinks everyone should use intensive interaction.

To try to overcome these obstacles your service development plan involves the following components:

- To develop your own skill in implementing differential reinforcement programmes you will consult your tutor to identify appropriate readings, draft a programme on which you will get feedback from your tutor and the team’s psychologist, implement the programme and gather data on its effects (evidence: list of reading, notes of meetings, copy of programme, graph showing data);

- To improve families’ understanding of challenging behaviour you liaise with the Challenging Behaviour Foundation and arrange for one of the parents involved to run an evening workshop for families on the causes of challenging behaviour (evidence: correspondence with CBF, notes of meetings, workshop programme, slides or handouts used, feedback forms);

- You follow this up by buddying up parents with better understandings with those with less developed understandings and encourage networking including further workshop sessions (evidence: minutes of network meetings);

- To encourage consistency you implement a simplified version of the Periodic Service Review in 3 families and evaluate the data gathered (evidence: PSR records);

- To enhance access to respite care you conduct a survey of expressed family need for respite and encourage them to apply for a carer assessment or re-assessment with a view to asking for direct payments to buy their own respite (evidence: survey form and results, records of respite use);

- To improve the quality of educational provision you discuss the problem at team meetings to evaluate the extent to which other team members have encountered the same problem and develop a strategy for building better links with the school including running regular clinics on the premises, collaborating on a joint INSET day on PBS and setting up co-worker arrangements with teaching staff (evidence: notes of meetings, strategy, INSET day programme);

- To improve team cohesion you suggest regular case reviews at which different perspectives on children’s behaviour can be discussed and propose a team competency model in which all members share basic competencies while individual members are encouraged to develop specialist competencies and act as consultants to other team members (evidence: notes of case reviews, report outlining competency/consultancy model).

Example 3 – Responsible for the provision of behaviour support to the individuals served by a medium sized charity which provides residential support to about 200 people, most of whom have severe intellectual disabilities

It is very likely that, in this situation, you will have conducted assignments 1-4 with one of the people referred to you. This work went very well with staff in the person’s service being very receptive to your input, implementing a multi-element behaviour support plan with considerable improvements in the person’s challenging behaviour and quality of life. Your aim, in work-based learning, will be to ensure that this work is now generalised to other people served by your organisation and that the organisation’s capacity to provide effective services to people at risk of challenging behaviour is enhanced. Your experience to date has identified a number of issues that need to be addressed:

- Despite the success of your first piece of work you still feel very inexperienced and uncertain about your competence in positive behaviour support;
You are working on your own and although your manager is very supportive he is not able to provide you with effective clinical supervision;

- Having been in post for less than a year you have had nearly 50 referrals. You calculate it will take several years for you to respond adequately to them all;
- Very few of the organisation’s 500 staff have a good understanding of challenging behaviour;
- It is difficult to recruit sufficient staff and there is considerable use of agency staff. In some services this seems to be associated with incidents of challenging behaviour.

To try to address these issues your service development plan involves the following components:

- To gain more experience and increase your confidence you conduct a second “case study” employing very similar approaches to those you used in assignments 1-4 (evidence: assessment report, behaviour support plan, graph showing data);
- To address the supervision issue in the short-term you make the case to your manager for the organisation buying in external supervision (evidence: memo to manager, manager’s response);
- To address the number of referrals you make the case for a second person providing behaviour support and for approaches that will make the best use of the currently available resource (evidence: report summarising referrals and showing how long will take to deal with them, management team minutes, plan for “person focused” training programme)
- To address the lack of knowledge amongst staff you work with the organisation’s training officer to develop and deliver a rolling 1-day orientation course on PBS (evidence: notes of meetings, workshop programme, slides or handouts used, feedback forms)
- To address the agency staff issue you work with the organisation’s human resources person to identify possible solutions (evidence: notes of meetings, jointly authored options paper, response from management team).

University of Kent
The Tizard Centre

Diploma in Positive Behaviour Support

The mark given is an internal mark subject to confirmation by the annual meeting of the Board of Examiners.
This module encourages and examines the development of practical competence in your workplace. You are expected to provide evidence of the design, implementation and evaluation of a development plan in your place of work that will include work focused upon an appropriate combination of:

- One or more individuals with intellectual/developmental disabilities;
- The leadership of other staff/carers;
- The organisational arrangements surrounding individuals you support.

Evidence should be provided in the form of a portfolio. The portfolio contains the materials generated in the course of your work. The portfolio might not be written as a new report but a compilation of written (and possibly other) materials with an interlinking, critically reflective commentary to allow the reader to make sense of them and to show what is being learned from the experience. All materials included should be dated.

It should demonstrate:

- A critical understanding of the factors underlying challenging behaviour;
- The use of individualised, functionally-based assessment of challenging behaviour;
- The use of functionally-based interventions with challenging behaviour;
- You taking a local leadership role in the implementation and evaluation of behaviour support plans.

There is no word limit, however, TZ525 represents some 600 hours of work, so we might expect to see a minimum of:

- Part one 6-8,000 words
- Part two 4-6,000 words
- Part three 6-8,000 words

Formative feedback is provided at each submission. A final mark is awarded once the third part is completed, though your tutor may be able to provide an indicative (or likely) mark for each part.
Evaluation of Barriers to Implementation of PBS | 10%
---|---
Evidence of Supervision | -5
Good Use of English | -5
Consent & consultation | -5
Use of Policy, Practice & Research | -5

| Part Two: Monday, 5th March 2018 | Maximum Mark | Awarded |
---|---|---
Interventions & Implementation Plan | 15% |
Service Development Plan | 10% |
Evidence of Supervision | -5 |
Good Use of English | -5 |
Consent & consultation | -5 |
Use of Policy, Practice & Research | -5 |

| Part Three: Tuesday, 5th June 2018 | Maximum Mark | Awarded |
---|---|---
Evaluation of Interventions | 10% |
Evaluation of Service Development Plan | 10% |
Evidence of Person Centred Outcome | 10% |
DVD of no less than fifteen and no more than twenty minutes showing evidence of you… | 10% |
  a) working with mediators
  b) collecting direct observation data
  c) implementing the intervention plan
  d) evaluating outcomes
  
  **If no sound or vision or meeting of criteria, 0**
---|---|---
Good Use of English | -5 |
Evidence of Supervision | -5 |
Consent & consultation | -5 |
Use of Policy, Practice & Research | -5 |

Tizard Centre

Front Sheet & Plagiarism Statement

A copy of this is required to be submitted with e- and physical copies of your assignments.

Programme title:

Assignment Module Number & Title:

Student Number:

Student Examination Number:
Plagiarism Declaration:

I confirm that this assignment and the accompanying appendices, including written work and data collection, is my own original work except where I have acknowledged the use of other people’s ideas or words by referencing the material as outlined in the course handbook. I understand all data collection are genuine and is collected in keeping with the handbook and teaching requirements. I have read and understood the definition of plagiarism in the course handbook.

Signed: Date: