

Introduction to the MSc in ABA/PBS Campus-Based

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Intellectual and Developmental Disabilities

Overview

- Introduction to the Tizard Centre
- Course Aims
- Course Structure
- Essential Considerations
- Assessments and Grading
- Additional Information

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Introduction to the Tizard Centre

Introduction to the Tizard Centre

- Founded in the 1980s.
- National and international reputation of excellence.
- One of only a small number of academic groups in the UK specialising in intellectual and developmental disabilities or autism.

Our Focus

Who?

- Children, young people and adults with intellectual and developmental disabilities or autistic individuals.

Where?

- Health, psychology, social care, and education.

Topics

- Behaviours of concern, mental health needs, offending behaviour, physical health, relationships, inclusion, education, service settings.
- Working with and supporting those who support this group (family carers, staff, services, etc.)
- Developing services, organisations and cultures to support these groups appropriately.

Applied focus

- Focus on wellbeing, self-advocacy, and quality of life.

What do we do?



Teaching

Postgraduate
Courses



Consultancy

Positive Behaviour
Support
Applied Behaviour
Analysis
Active Support
Forensic Issues
and Court Work
Precision Teaching
and Instructional
Design



Policy

Policy
Developments
Calls for Evidence
NICE Guidelines



Research

Staff Research
Student Research
Tizard Learning
Disability Review



Continuous Professional Development

Tizard Seminars
Tizard Behavioural
Talks

Tizard Centre Recognition

- 2013: Queen's Anniversary Award for Higher Education in recognition of our “outstanding contribution to improving the lives of people with disabilities and their families.”
- Rank highly for social policy in the league tables and research benchmarks.
- University – silver rating in Teaching Excellence Framework 2023.



THE QUEEN'S
ANNIVERSARY PRIZES
FOR HIGHER AND FURTHER EDUCATION
2013

Our Mission

- Social justice.
- Anti-discriminatory practice.
- Social equality and rights.
- People with intellectual and developmental disabilities and their families as our primary focus.

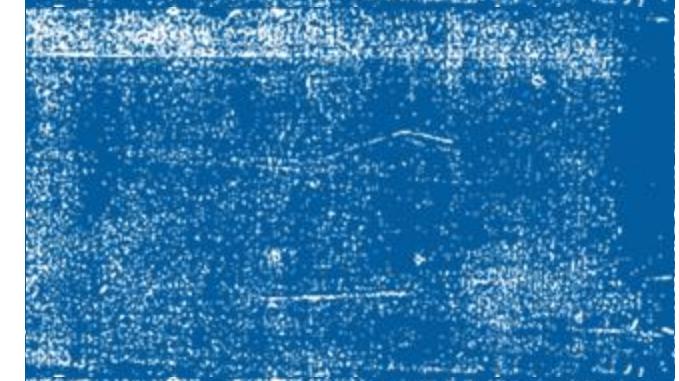


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MSc in ABA/PBS

This Year's Team

- Dr Serena Tomlinson
- Dr Ciara Padden



The Handbook

- Your go-to guide.
- Please READ IT! ☺



MSc in Applied Behaviour Analysis and Positive Behaviour Support

Programme Handbook

2025 Intake

Programme Director

Dr Thanos Vostanis

Programme Team Members:

Dr Ciara Padden, Dr Serena Tomlinson



Aims of the Programme



1

Contextualise the discipline within the broader societal landscape, reflecting the field's growth and evolution globally and notably in the UK.



2

Develop an advanced and nuanced understanding of theoretical concepts, experimental principles, and real-world applications related to applied behaviour analysis and positive behaviour support through diverse assessment methods.

Aims of the Programme

3

Specialise in providing values-driven, evidence-based, compassionate and ethically sound services to individuals with intellectual and/or developmental disabilities.

4

Acquire advanced behaviour-analytic knowledge and skills applicable across diverse settings, including educational, health, community, and social care services supporting people with intellectual and/or developmental disabilities.

Aims of the Programme



Cultivate independent learning, critical thinking and decision-making skills to evaluate, interpret, and employ the evidence derived from research in applied behaviour analysis and positive behaviour support.



Develop into versatile professionals, equipped to collaborate effectively within multidisciplinary teams serving individuals with intellectual and/or developmental disabilities.

Aims of the Programme



Develop into professionals prepared to assume leadership roles championing high-quality services rooted in applied behaviour analysis and positive behaviour support for individuals with intellectual and/or developmental disabilities.

Aims of the Programme



Subject to meeting additional requirements external to the course.

Fulfil the eligibility requirements to:



UK Society for Behaviour Analysis



Take the Board-Certified Behavior Analyst (BCBA) or Board-Certified Assistant Behavior Analyst (BCaBA) examinations via Pathway 2.

Complete the supervised, competency-based fieldwork required to qualify as a UK-BA(cert).

Sit the International Behavior Analysis Organization (IBAO) examinations to qualify as an International Behavior Analyst (IBA).

What if I am unsure about the certification I would like to pursue?

- This is a very personal decision.
- Primarily related to where you will reside for work.
- If uncertain, please come and speak to me directly when we mingle!



Programme Structure

MSc is the only entry pathway.

Total credits: 180

All modules need to be completed.

Alternative Exit Awards:

- PG Diploma
- PG Certificate

Alternative Awards

- If registered for MSc and pass all other modules and placements but fail or cannot complete dissertation/Work-Based Learning.
- Alternative exit award may be offered by the Board of Examiners.
- Example: PGCert or PGDip.

| Module Code | Term | Credits | Date Commencing |
|--|----------|---------|-----------------|
| TZRD9040: Advanced Issues in Values, Ethics, and Professional Practice | Autumn-1 | 20 | 06 October |
| TZRD9050: Concepts & Principles in Behaviour Analysis | Autumn-1 | 20 | |
| TZRD9030: Behavioural Assessment | Spring-2 | 20 | 12 January |
| TZRD9070: Research Methods in Behaviour Analysis | Spring-2 | 20 | 20 |

| Module Code | Term | Credits | Date Commencing |
|---|--------------------------|---------|--|
| TZRD9000: Theory and Philosophy of Behaviour Analysis | Spring and Summer- 2 & 3 | 20 | Spring: 12 January Summer: 13 April |
| TZRD9020: Developing and Implementing Behavioural Interventions | Summer-3 | 20 | 13 April |
| TZRD9010: Organisational Behavioural Management and Systems-Wide Approaches | Summer-3 | 20 | |
| TZRD8890: Dissertation in Applied Behaviour Analysis/Positive Behaviour Support | Late Summer-4 | 40 | 06 July |

Teaching Full-Time

Four 10-Week Terms.

Teaching on a weekly basis.

Monday and Tuesday
In some cases, Friday.

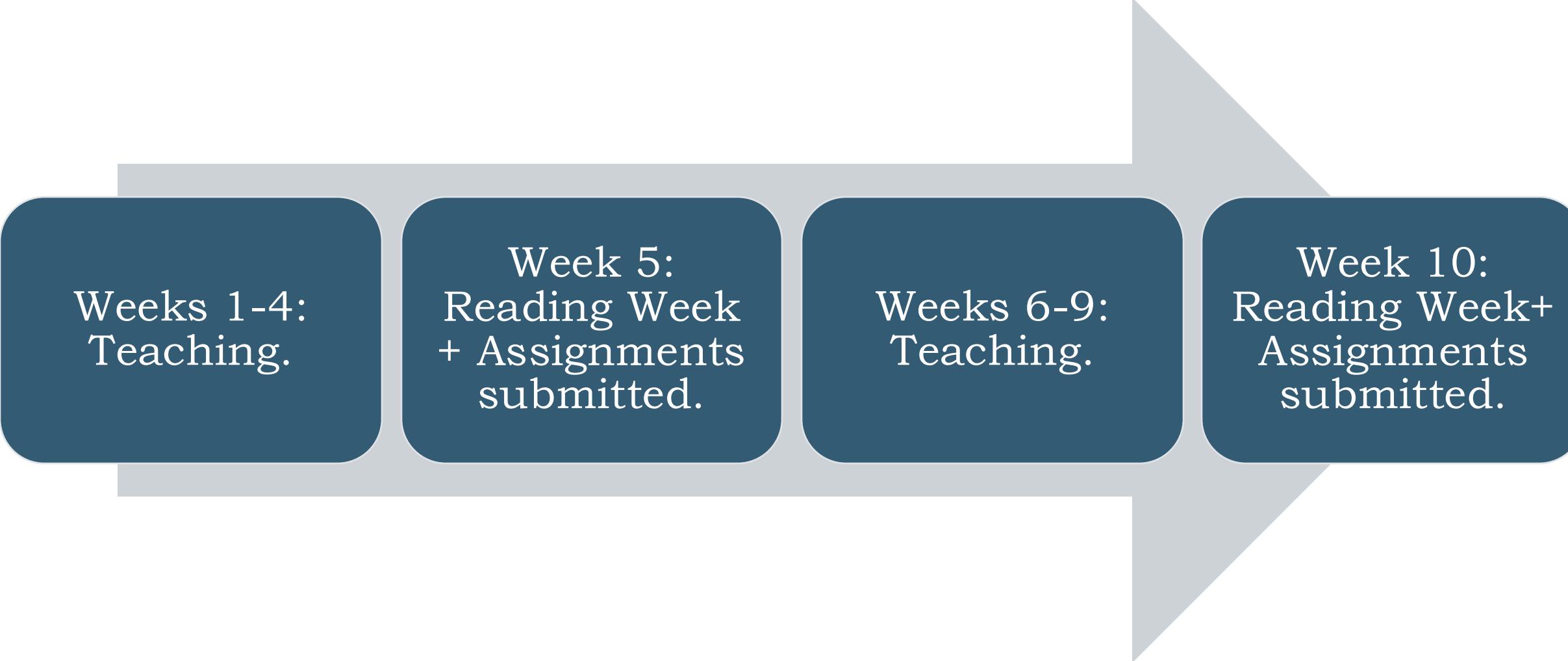
Term 4: Dissertation

Morning
Lecture: 09:00-12:00

Afternoon
Lecture: 13:00-16:00.

(In some cases:
15:00-18:00)

Teaching Full-Time



Weeks 1-4:
Teaching.

Week 5:
Reading Week
+ Assignments
submitted.

Weeks 6-9:
Teaching.

Week 10:
Reading Week+
Assignments
submitted.

Dissertation

Full-Time Students:

- Non-Empirical Topics provided by the academic team.
- Students choose 3 topics and get allocated one of them.
- Students pair-up to work on a topic together.
- Group Supervision with option for individual supervision if needed.

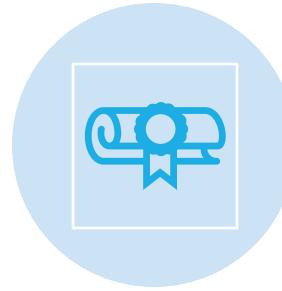
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Essential Considerations

Delivery Mode & Attendance



Attending ALL lectures is compulsory.



Campus-Based Students: **Attend in Person.**

Workload

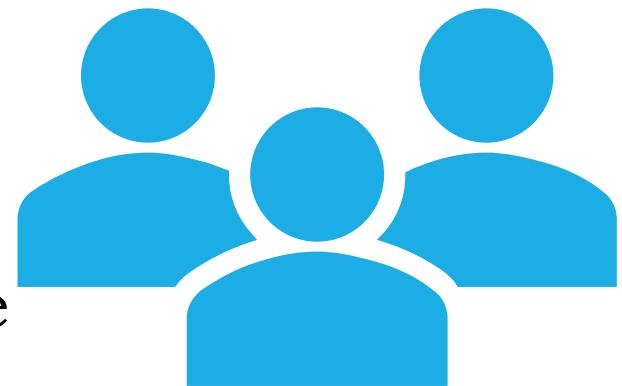
The full-time course requires approximately 40 hours/week to ensure you make the most of your time with us.

Therefore, you are strongly encouraged to avoid working alongside your studies, as you will risk:

- Achieving poor outcomes.
- Delaying your completion.
- Becoming burnt out.
- Ending up not enjoying the course.

Attendance Expectations

- Attendance is closely monitored.
- According to our attendance policy, persistent or prolonged absences will be addressed (see the handbook).
 - For example, students may be required to meet with the programme director or to repeat or to intermit studies the following year.



Recording

- Teaching sessions are video & audio-recorded.
- Campus-based students are still expected to fully attend all required sessions in person.
- You can find out more about KentPlayer here: [KentPlayer - Your studies - University of Kent](#)
- Closed captions are available—bear in mind that they won't necessarily be entirely accurate.

Recording Attendance

University of Kent

2025 Home My modules Moodle Archives x

Advanced Issues in Values, Ethics and Professional Practice (2025/2026)

Synopsis >

Teaching Staff

Learning Outcomes

Module Assessment

Synopsis

Behaviour analysis provides us with a powerful technology for changing behaviour, but our clients may be very young and/or vulnerable. How can we ensure that we are harnessing the technology ethically, compassionately, and for the best interests of our clients? How can we navigate the complex ethical challenges that often arise in practice, and how can we meet our ethical responsibilities to the field?

Through consideration of key ethical issues in supporting people with intellectual and developmental disabilities and appraisal of current ethical guidelines and codes, you will develop an advanced understanding of the role of ethical and professional conduct in applied behaviour analysis and positive behaviour support. You will critically analyse contemporary issues in ethics, such as the importance of quality of life, assent and cultural responsiveness, and reflect upon the historical context that drove ethical developments in the field. The module will provide you with opportunities to practice your skills in applying ethical standards and generating solutions, identify unethical practices in others, and demonstrate a grounding in values- and evidence-based support. These core skills will provide a solid foundation for your career as a behavioural practitioner at the forefront of ethical and professional practice in the field.

TZRD9040/TZRD9041 AUT/SPR: Advanced Issues in Values, Ethics and Professional Practice (2025/2026)

Studying on the module

All of your taught resources are available in the sections below and recorded lectures are available from the Panopto block (on the right-hand side of the Moodle page). For distance learning students, ensure that you work through all recordings and resources and in the order presented here and on the timetable.

Please refer to [DP778 General Information](#) for general resources, such as your assignment cover sheet.

[Announcements](#)

[Attendance](#) 

[Presto Academic](#)

Hidden from students

Reading Lists

Canterbury

[TZRD9040: Advanced Issues in Values, Ethics and Professional Practice \(7 items\)](#), last updated: about 2 months ago

Panopto

Live sessions
No live sessions

Completed recordings

[TZRD9040 9041 Assignment 1 Briefing \(Critical Appraisal\) 25-26](#)

[TZRD9040 TZRD9041 Assignment 2 Briefing \(Case Study\) 25-26](#)

Links

Module settings

Download recorder([Windows](#) | [Mac](#))

[?](#) [?](#)

Activities

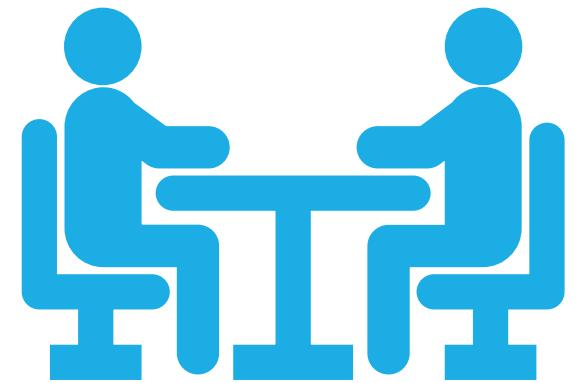
[Assignments](#)

[Forums](#)

[Open Forums](#)

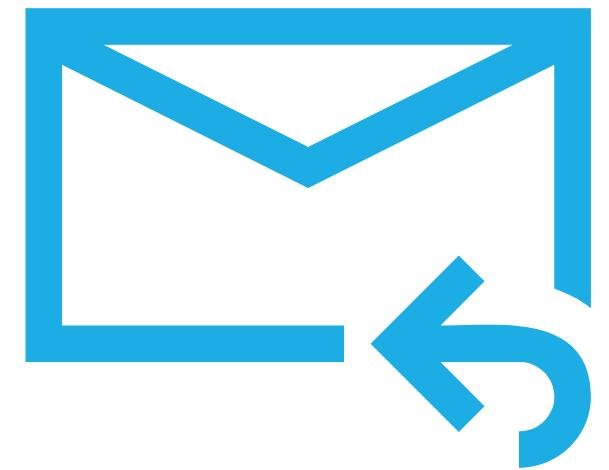
Attendance Expectations

- Be respectful to staff and peers at all times.
- Snacks and Drinks permitted, within reason!!
- Engagement at sessions is expected,
particularly during small group discussions and
activities.



Communication

- Regularly check your University email.
- Do NOT contact us using private messages on TEAMS or Moodle.
- Gather all questions in one email.
- Allow us five days to respond.



Staff Workload

Important to understand your academics' workload.

Priorities include:

- Research
- Consultancy
- Teaching

Staff Workload

Research

- PhD Supervision
- Grant Applications
- Publishing Papers
- Reviewing Papers
- Present at Conferences
- Editorial Work

Consultancy

- Individual Cases
- Short Courses
- Collaboration with Services

Teaching

- Not only in the MSc in ABA/PBS!
- Undergraduate Courses
- Other Postgraduate Courses

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Assessments & Grading

Assessment

All modules include two assessments broken into:

- 30% weighting of the overall mark.
- 70% weighting of the overall mark and pass-compulsory.

The only exception is TZRD9040/TZRD9041.

- 50% each assignment, and none of them is pass-compulsory.

More information is in your handbook.

Consent & Confidentiality

Some assignments will involve video recordings.

- In those cases, you will be explicitly expected to address confidentiality.

In other assessed work (e.g., dissertations), you will gather data from participants.

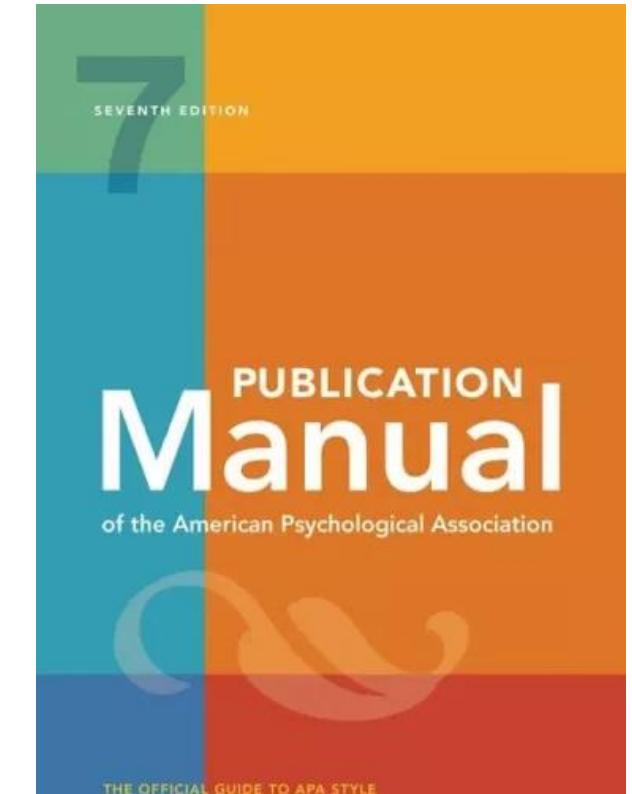
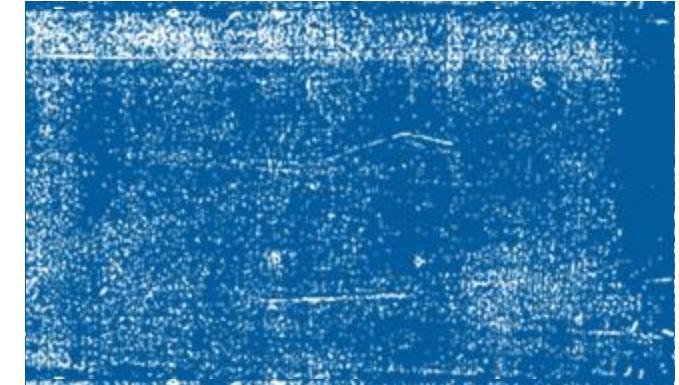
- In those cases, you will be expected to gain informed consent, monitor assent, and also ensure confidentiality.

Marks will be deducted for not adhering to these expectations.

- More information in your handbook.

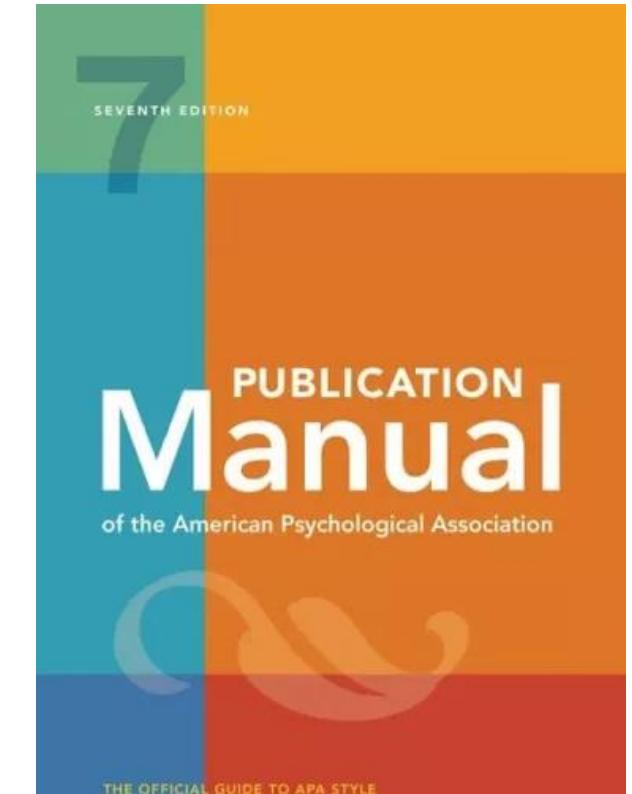
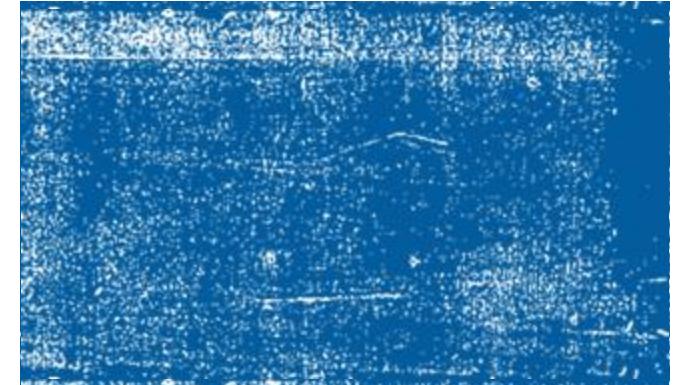
Academic Integrity

- APA formatting in all assignments.
- Do NOT share your assignments with each other-Might lead to Plagiarism.
- Do NOT copy the work of others.
- Do NOT use Chat-GPT, Grok, Claude or other LLMs.



Academic Integrity

- Always cite/reference the work of others. (Software can help).
- Seek support from our librarian!
- Read detailed guidance in the handbook.



Terms and Conditions-AI

<https://forms.office.com/e/N2h2ksryiY>

AI Use Policy Acknowledgement Form MSc in ABA/PBS

As future Behaviour Analysts, it is essential that you develop your skills to fluency. Our discipline involves supporting vulnerable populations, and ethical, socially valid practice requires that you demonstrate your own knowledge and abilities. Reliance on AI-generated content risks undermining these skills and could lead to harmful outcomes for the individuals we serve.

This form confirms that you have read, understood, and agreed to abide by the MSc programme's AI use policy.

1. You may use AI tools only for the following purposes:

- Accessing materials, summarising content, or supporting note-taking (e.g., Microsoft Copilot, Notion AI).
- Grammar and spelling checks (e.g., Grammarly, Microsoft Editor).
- Research support (e.g., RAYYAN for systematic reviews, Covidence).
- Transcribing interviews (e.g., Otter AI, Sonix).

2. You must **not** use Large Language Models (LLMs) such as ChatGPT, GROK, Claude, or Gemini to generate, paraphrase, or write assignment content, unless a module explicitly permits this for a specific task.

3. Consequences of breach

- Any assignments suspected of containing AI-generated content will be referred through the University of Kent's formal Academic Misconduct Procedures, where you will be notified, have the opportunity to respond, and retain the right of appeal.
- If a student is found responsible for misuse, penalties may range from a mark reduction or module failure to more serious sanctions, depending on severity.

WhatsApp Groups



- What you discuss in those groups is up to you.
- Our official communication channel is the Moodle Forums.
- Be careful when discussing assignments!!!

Discussion Forums



General Group Discussion

Please use this forum to post any queries about the content covered in this module.

(All students registered have been automatically subscribed to this forum - you can unsubscribe at any time if you wish, but please be mindful that you might then miss relevant information if you do not check the forum manually.)



Assignment Forum

Please use this forum to post any queries about the assessments for this module.

(All students registered have been automatically subscribed to this forum - you can unsubscribe at any time if you wish, but please be mindful that you might then miss relevant information if you do not check the forum manually.)

Submitting Assignments

- All assignments are submitted electronically on Moodle.
- Students can resubmit to the inbox until the deadline to check their similarity report.
- The final assignment must be uploaded by the deadline.
- For submissions requiring appendices, they should be added after the references section.
- Deadline is 12:00 on the date the assignment is due unless otherwise specified.

Submitting Assignments



Tizard Centre

Front Cover Sheet & Plagiarism/Data Declaration

A copy of this is required to be submitted with electronic copies of your assignments.

Programme title:

Assignment Module Number & Title:

Student Number:

Student Examination Number:

Student Name:

Word Count:

Tutor's Name:

Tick this box if you have an ILP*:

Plagiarism and Artificial Intelligence (AI) Declaration:

I confirm that this assignment and the accompanying appendices, including written work and data collection, are 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 confirm that all data are genuine and collected in keeping with the handbook and teaching requirements.

I confirm I have read and understood the definition of plagiarism in the course handbook.

I confirm I have read and understood the information related to the unauthorised use of AI in the course handbook.

Signed:

Date:

*ILPs will only be considered during marking if they specifically refer to the assessment of submitted work.

- All assignments should have a cover sheet.
- Available on your General Information Module.
- Your assignment will **NOT** be marked without it.

2025 Home My modules Moodle Archives

Academic Schools 2025-2026 / School of Psychology / Tizard / Tizard MSc in ABA/PBS: General Information / Getting Started with the MSc in ABA/PBS

Getting Started with the MSc in ABA/PBS

| MSc in Applied Behaviour Analysis and Positive Behaviour Support | | |
|--|--|------------------------------|
| Staff Member | | Contact |
| Dr Ciara Padden | | c.m.padden@kent.ac.uk |
| Dr Serena Tomlinson | | s.tomlinson@kent.ac.uk |
| Dr Tharos Vostanis | | a.vostanis@kent.ac.uk |
| Programme Administration Team | | progadmin@kent.ac.uk |
| Engagement & Support Team | | engagementsupport@kent.ac.uk |
| Student Support and Wellbeing Team | | KentSSW@kent.ac.uk |
| Careers, Employability, and Skills | | careerhelp@kent.ac.uk |
| Academic Advising | | academicadvising@kent.ac.uk |
| E-learning Team (Moodle issues) | | elearning@kent.ac.uk |
| IT Team (hardware, software, and Wi-Fi issues) | | helpdesk@kent.ac.uk |
| Psychology Ethics Committee | | psychethics@kent.ac.uk |

Essential Resources

 Assignment Cover Sheet  DOCX

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Submitting Assignments

- Assignments submitted after the deadline without an approved extension will incur mark deductions per the policy:

Up to 24h late.

Mark capped at 60%.

Up to 48h late.

Mark capped at 50%.

More than 48h late.

Mark of zero.

Grading

We aim for a three-week turnaround (during term time).

- You will be notified of any deviation from this.
- Exception: dissertations where marks are available after the relevant Board of Examiners.

You will receive feedback on your assignments – via Moodle – and an overall grade.

- The feedback is more important than the grade!
- Read the feedback!

Grading

Grading follows the relevant annotation for the assignment (see Moodle for details).

- Assignments are moderated to ensure consistency in marking.

All marks returned to students are subject to moderation and the ultimate decision lies with Board of Examiners.

- October BoE
- June BoE

Grading

- Grading uses categorical marking.
- Classifications:
 - Pass – 52-58%
 - Merit – 62-68%
 - Distinction – over 72%

| Numerical Scale | Classification |
|-----------------|----------------|
| 100 | |
| 95 | |
| 85 | Distinction |
| 82 | |
| 78 | |
| 75 | |
| 72 | |
| 68 | |
| 65 | Merit |
| 62 | |
| 58 | |
| 55 | Pass |
| 52 | |
| 48 | |
| 45 | |
| 42 | |
| 38 | |
| 35 | |
| 32 | |
| 25 | |
| 20 | |
| 10 | |
| 0 | Fail |

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Additional Information

Requirements for Award

- To pass the programme, students must achieve a pass mark (i.e., 50+) on all relevant modules.
- See Moodle for the Divisional/School policy on mitigating circumstances.
- Subject to Board of Examiners approval, you may (at a fee) be invited to resubmit work or resit exams that have failed, but resubmissions will typically be capped at 50.

Career Opportunities

Specialists in ABA and PBS are in high demand across various settings, including:

- Mainstream and Special Education
- NHS Services
- Community support services
- Residential Services
- Home programmes
- Early Intervention Clinics

Advanced qualifications can lead to more senior roles and increased responsibilities.

- Clinical Supervisor
- Behaviour Consultant
- Behaviour Specialist
- Practice Leader
- Associate Director
- Head of Positive Behaviour Support

Research Opportunities

Many MSc students proceed to pursue research.

PhD research scholarships available.

- Very competitive.

Research assistant opportunities available.

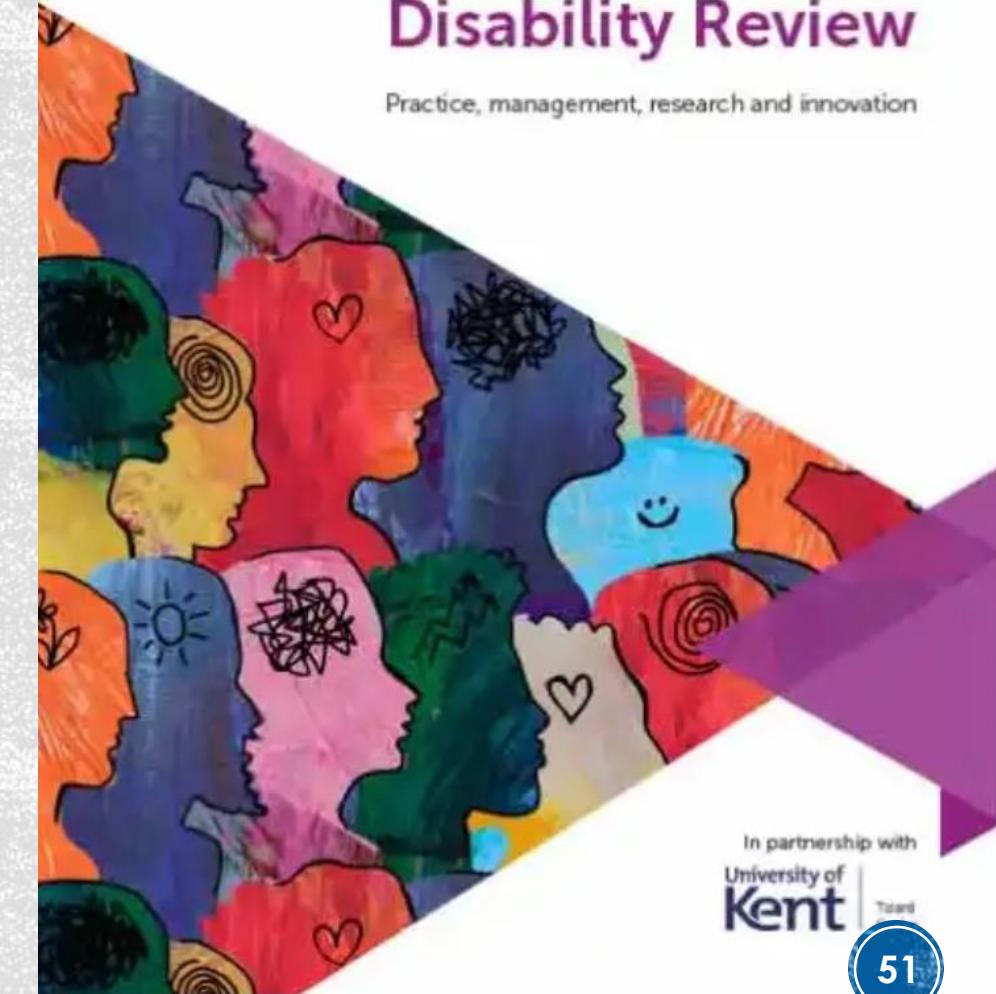
- Will vary depending on available grants.

Tizard Learning Disability Review

- Peer-Reviewed Journal
- Impact Factor and indexed in the major databases.
- Great opportunity for our MSc students to experience the process of peer-review.

Tizard Learning Disability Review

Practice, management, research and innovation



Feedback

Student Evaluation Form at the end of each module.

- Please provide constructive feedback – we use this to adapt our programme where necessary.

Staff/Student Liaison Meetings.

Student representatives.

- If interested, let me know.

Who Do I Go To?

University of Kent Services Guide for Academic Staff

First Point of Contact

Where to direct students when they have general queries

Nexus

Templeman Library D Block & Sibson

<https://student.kent.ac.uk/support/nexus>

Please encourage students to start here if they're unsure where to go

Programme Administration

Queries about module registrations, timetable, marking submission

Engagement Support

Student engagement support, managing extensions, attendance absence

Careers, Employability and Skills

Career guidance, employability support, and skills development

Student Support and Wellbeing

Individual Learning Plans (ILPs) and wellbeing support

Academic Advising

Queries about Academic Advising, Presto Flow

[progadmin
@kent.ac.uk](mailto:progadmin@kent.ac.uk)

[engagementsupport
@kent.ac.uk](mailto:engagementsupport@kent.ac.uk)

[careerhelp
@kent.ac.uk](mailto:careerhelp@kent.ac.uk)

[KentSSW
@kent.ac.uk](mailto:KentSSW@kent.ac.uk)

[academicadvising
@kent.ac.uk](mailto:academicadvising@kent.ac.uk)

Keeping up with News

- **Mailing lists:** (TPN, Tizard News)-Use Personal Email.
- **Facebook:** Search Tizard Centre.
- **X:** Search Tizard Centre and Tizard_ABAPBS.
- **LinkedIn:** Search Tizard Centre.
- **YouTube:** Subscribe to the Tizard Centre Channel.

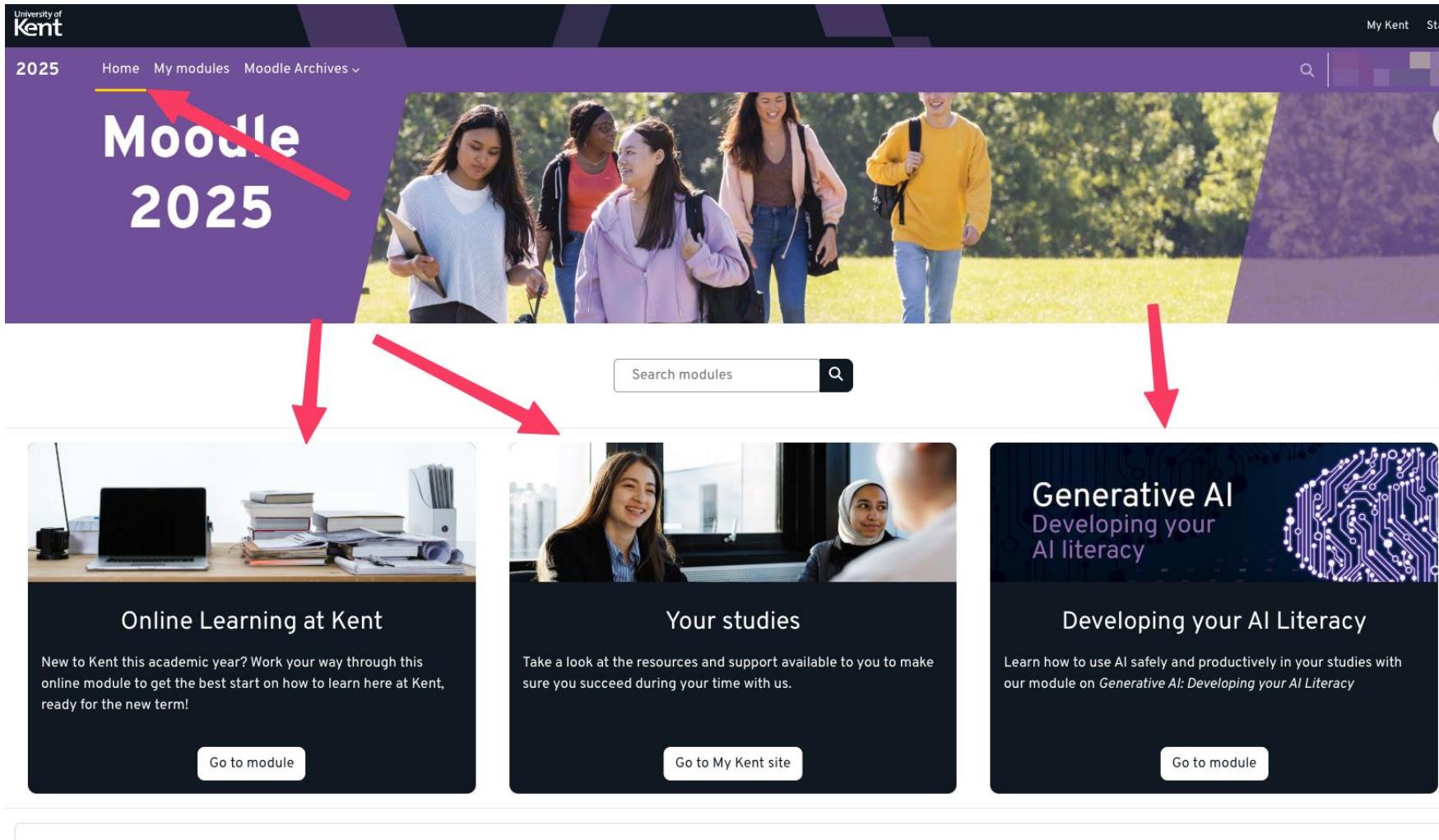
Events

- **Tizard Behavioural Talks.** CEU/APD Event. Typically, once a month. ABA/PBS Focus.
- **Tizard Seminars.** Spread throughout the year. Typically, every few months. IDD/Autism Focus.

UK-SBA

- Keep in touch with general ABA/PBS events, activities!
- One organisation that you should consider joining is the UK-SBA.
- Students benefit from reduced membership rates (£25/year), and member benefits include student rates for UK-SBA events and EABG/EABA conference registration.
- See: <https://uk-sba.org/>

Additional Support



The image shows the University of Kent Moodle 2025 homepage. At the top, there is a purple banner with the text "Moodle 2025" and a photo of students walking outdoors. Below the banner, there is a navigation bar with links for "Home", "My modules", and "Moodle Archives". A red arrow points to the "Home" link. The main content area features three support modules:

- Online Learning at Kent**: A module for new students to learn about the university. It includes a photo of a desk with a laptop and books, and a "Go to module" button.
- Your studies**: A module for students to access resources and support. It includes a photo of two students, a "Go to My Kent site" button, and a "Search modules" bar.
- Generative AI: Developing your AI literacy**: A module for developing AI literacy. It includes a photo of a circuit board, a "Go to module" button, and a description: "Learn how to use AI safely and productively in your studies with our module on *Generative AI: Developing your AI Literacy*".

Scroll Down from your Home Page

Moodle Bulletin Board



🏛 Welcome back to Kent!

See what's planned to celebrate your return to Kent and [what you need to do beforehand](#).

[Click here for details](#)

👉 New Locations for Support Services

We've made a few changes to make it even easier for you to access the help you need. You will now find Student Support and Wellbeing in Eliot Extension and Careers, Employability and Skills support in Rutherford Extension. [Find out more](#).

➕ Skills for Academic Success



Looking to get some extra support? The Skills for Academic Success (SAS) team has a wealth of services and resources to make sure you get the best from your studies.

[SAS team homepage](#)

👤 Nexus - your campus help point



Not sure where to go to ask a question? Head to Nexus in Templeman Library! Staff at Nexus can help with any query and point you in the right direction. You can also contact Nexus online and on the phone.

[Find out more](#)

☁ Download the My Kent app

Find the My Kent Student App in your app store today for all the systems, news and [support you will need while studying at Kent](#).

[Click here for details](#)



Next Week

Official Start of Teaching Term.

Some additional induction resources have been made available on Moodle as video recordings:

- BCBA orientation.
- Skills for Academic Success.
- Induction to the library with Andy Prue.

These can be accessed on your General Information Module.

Who to ask?

- Throughout the year, you might have questions.
- If you are unsure who to ask...
- See Appendix 2 in your handbook.



Rooms

Most of your lectures will take place on room:
CESR1.

- This is the room near Woolf College.
- You can look it up on the website.

Some lectures will be online (primarily external presenters).

Always check Kent Vision to see if there have been any last minute changes to your schedule.

Questions?