University of Kent

Tizard Centre
School of Psychology

Introduction: The Tizard Centre

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School of Psychology

Tizard Centre
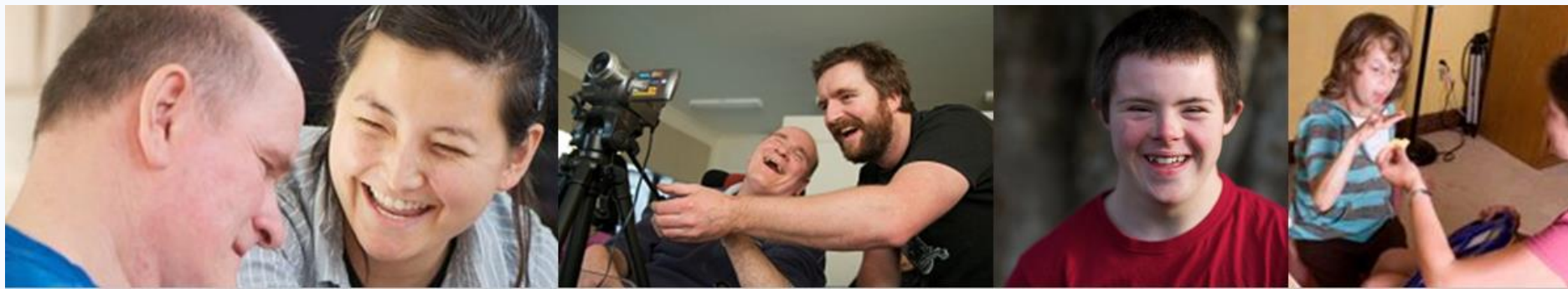- **Academic staff with professional/ clinical backgrounds**
- **Research Assistants**
- **PG/PhD students**

- Founded in the 1980s

- National and international reputation of excellence

- One of only a small number of academic groups in UK specialising in learning disability and autism
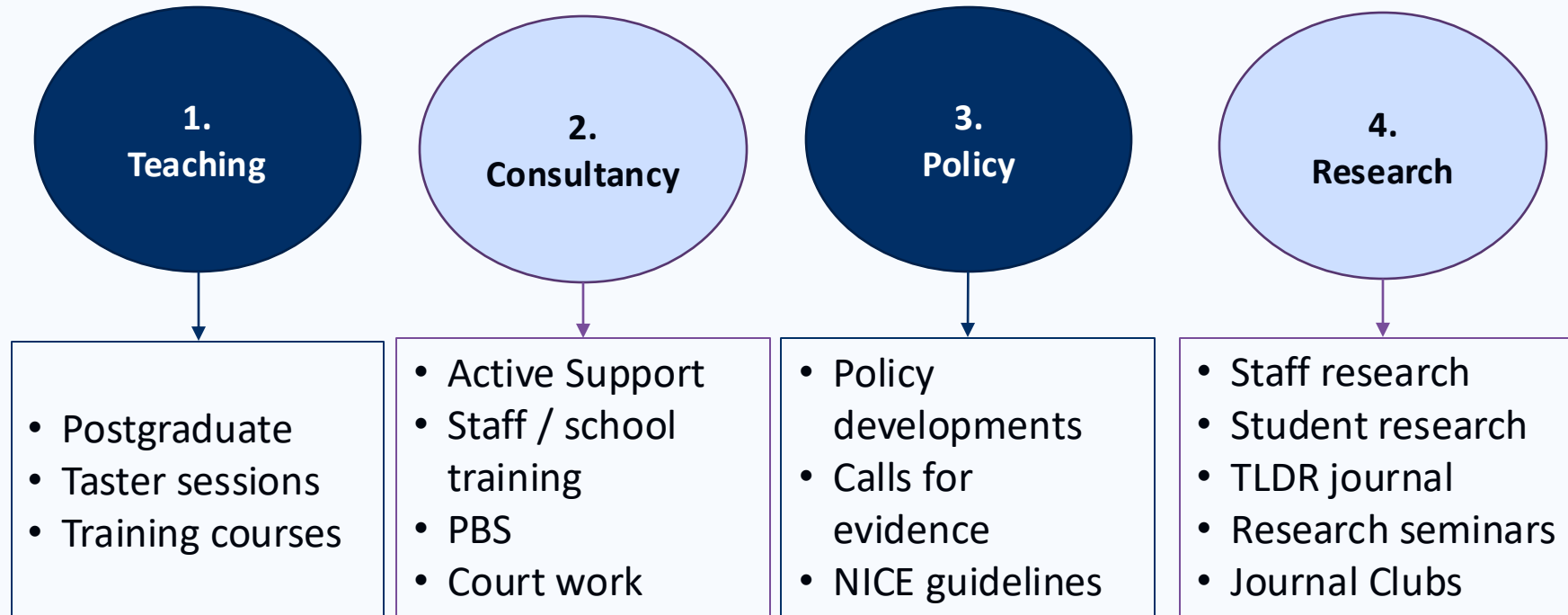
Our focus

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- **Who?** Children, young people and adults with intellectual or developmental disabilities (IDD)

- **Where?** Health, psychology, social care, and education

- **Topics**
  - ➢ Behaviours that challenge, mental health difficulties, offending behaviour, physical health, social care, quality of life, inclusion, education, service settings.
  - ➢ Working with and supporting those who support this group (family cares, staff, services etc.)
  - ➢ Developing services, organisations and cultures to support these groups appropriately

- **Applied focus –**Applied research and practice through the MSc

What do we do?

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- 4 main areas of work:

**1.
Teaching**

- Postgraduate
- Taster sessions
- Training courses

**2.
Consultancy**

- Active Support
- Staff / school training
- PBS
- Court work

**3.
Policy**

- Policy developments
- Calls for evidence
- NICE guidelines

**4.
Research**

- Staff research
- Student research
- TLDR journal
- Research seminars
- Journal Clubs

Diversity in Tizard

- Diverse group of staff & students
- With first-person lived experience
- As parents
- As professionals (e.g. psychologists, sociologists, teachers)
- From different academic disciplines and research traditions
- From different countries

Join the Vevox session

Go to **vevox.app**

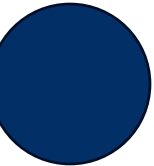Enter the session ID: **139-095-093**

Or scan the QR code

Join at: **vevox.app**   ID: **XXX-XXX-XXX**

Where are you coming from?

Join at: **vevox.app**   ID: **XXX-XXX-XXX**

Where are you coming from?

RESULTS SLIDE

Who is here today

- Students on the MSc in Intellectual Disabilities & Autism

- Part time and full-time
- Variety of backgrounds and experiences
- Mostly first year but a few students who are upgrading their certificate to the Masters.
- Part time year 2 students will be joining us

Values & Ground rules

- **Respectful** – respect everyone's individual differences. Everyone has a responsibility to behave in a way that is not offensive to others and to acknowledge that views and opinions held by others may be different from their own.

- **Considerate** – be aware that identities, disabilities and difficulties can be hidden as well as visible.

- **Positive and Inclusive** –Value everyone's contribution. No tolerance of prejudice or discrimination

- **Confidentiality** – please sign the form in handbook

- **Triggering material discussed**

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Join at: **vevox.app**   ID: **XXX-XXX-XXX**

What is your experience with Intellectual/ Learning Disabilities and /or autism?

I work with people with intellectual/learning disabilities

##.##%

I work with autistic people
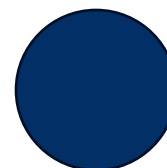
##.##%

I have lived experience

##.##%

My family member is autistic

##.##%

My family member has a learning/intellectual disability

##.##%

What is your experience with Intellectual/ Learning Disabilities and /or autism?

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##.##%

I work with autistic people

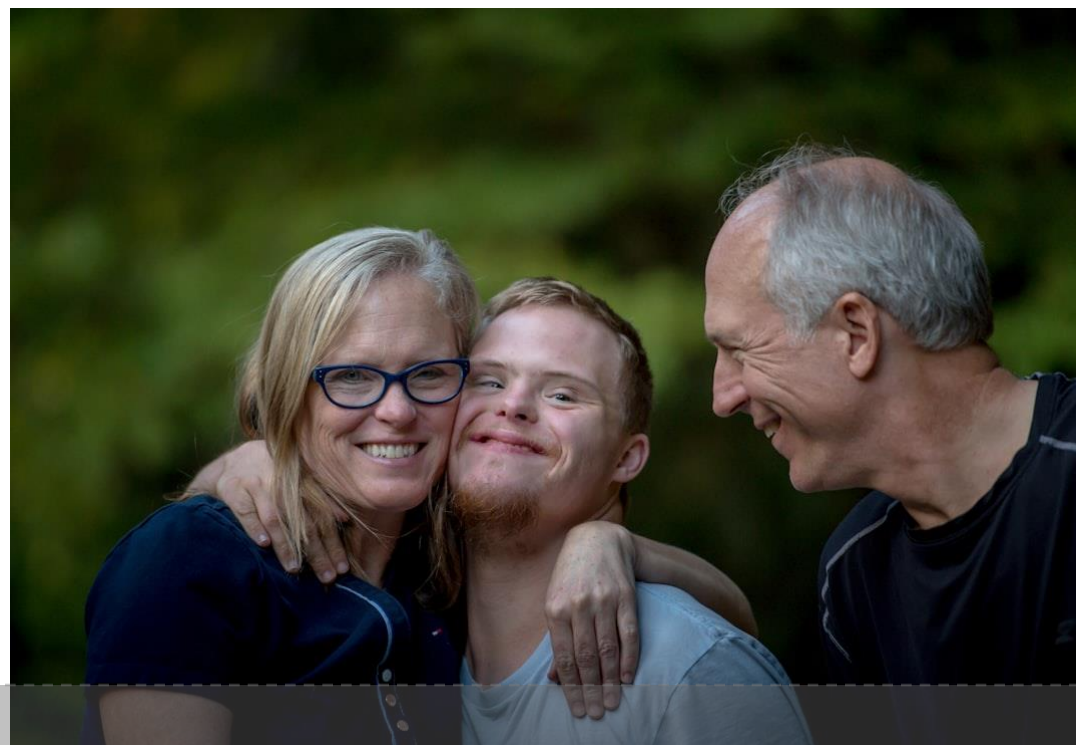##.##%

I have lived experience

##.##%

My family member is autistic

##.##%

My family member has a learning/intellectual disability

##.##%

RESULTS SLIDE

Language / terminology

- Learning disabilities
- Intellectual disabilities

- Used interchangeably
- Same meaning in the UK

- AUTISM

- Identity first language
- Autistic people / autistic children / autistic adults

MSc in ID & Autism - pathways

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| Intellectual Disabilities | Autism | Forensic Issues | Clinical Placement |

EXIT AWARDS

MSc (180credits)
PG Diploma (140 credits)
PG Certificate (100 credits)

| MSc/Pdip in Intellectual Disabilities & Autism (Intellectual Disabilities) | MSc/Pdip in Intellectual Disabilities & Autism (Autism) | MSc/Pdip in Intellectual Disabilities & Autism (Forensic) | MSc/Pdip in Intellectual Disabilities & Autism (with Clinical Placement) | PCert in Intellectual Disabilities & Autism |

Teaching Pattern

- Distance Learning – completely online (teaching & seminars) & web-based resources
- Campus based – in class teaching, online seminars & web-based resources

- Full time – 1 year
- Part time – 2 years

- Teaching: term time weekly lectures & online seminars

- Placements/work-based learning
- ✓ **Clinical placement** option: placement organised by Tizard
- ✓ **Work-based learning** option: organised by the student & local supervisor needed

Teaching Pattern

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> Please be aware, you will **NOT** be able to complete a full-time course and **work** alongside this. Part time study and part time work is possible, but incredibly demanding.

Structure and Assessment Pattern

- Each module includes a combination of assessment approaches*
  - ➢ **Essays**
  - ➢ **Case studies**
  - ➢ **Reports**
  - ➢ **Posters/Presentations**
  - ➢ **Dissertation (if applicable)**

- In class/online tests to assess knowledge*
  - ➢ **Short answer questions**
  - ➢ **MCQs**
  - ➢ **Essay based**

- Progress through programme requires students to pass all modules – 50% pass grade

*Assessments may be differentiated according to your pathway

Core modules

- **Seven** modules studied by all students

- Full time students take all modules in 1 year

- Lectures – same for all students

- Some seminars & additional reading – **differentiated** according to your pathway

❖ Introduction to Intellectual Disabilities & Autism **(FT & PT YR1)**

❖ Understanding Issues and Interventions in Intellectual Disabilities and Autism **(FT & PT YR1)**

❖ Understanding research methodology in Intellectual Disabilities and Autism **(FT & PT YR1)**

❖ Conducting Research in Intellectual Disabilities and Autism

❖ Models, Frameworks and Approaches to Support **(FT & PT YR1)**

❖ Understanding and Evaluating Quality of Support and Services

❖ Research Dissertation in Intellectual Disabilities and Autism*

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Pathway modules

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Hypothetical Case Study in Intellectual Disabilities	Work Based Learning* / Hypothetical Case Study in Autism	Work based learning*/ Hypothetical case study – Forensic Issues in Intellectual Disabilities and Autism	Clinical Placement in Intellectual Disabilities
⬇	⬇	⬇	⬇
MSc in Intellectual Disabilities & Autism (Intellectual Disabilities)	**MSc in Intellectual Disabilities & Autism (Autism)**	**MSc in Intellectual Disabilities & Autism (Forensic)**	**MSc in Intellectual Disabilities & Autism (with Clinical Placement)**

MSc, PDip, PCert

PCert	PDip	MSc
100 credits	120 credits	180 credits
Five* core modules *(Missing module: Conducting Research in ID & Autism)	Six core modules + pathway module	Six core modules + pathway module + Research dissertation module

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Requirements for award

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- Must pass (achieve a grade of at least 50%) on all modules

- We have a very strict attendance policy and **campus-based** students are expected to attend all sessions

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

- Subject to Board of Examiners approval, you can resubmit work that has failed and can resit failed exams. Actual mark on resubmission/resit exam used in pass/fail decision but a maximum mark of 50 will be used in classification calculations (e.g., for merit or distinction)

- **Downgrade**: If registered for MA and pass all other modules but fail or cannot complete dissertation then can be awarded a post-graduate diploma.

Tutors / Supervisors

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What to expect from your supervisor:

- See relevant section in handbook

- Regular meetings
- ✓ FT students- every month
- ✓ PT students- every second month

- Checking progress
- ✓ Dissertation
- ✓ Course overall
- ✓ Wellbeing - personal circumstances

- Open door policy

Expectations

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Attendance

- For **campus based** students all taught sessions are compulsory. Seminars are held online.
- **Distance learning** students accessing lectures online.
- **Requires effort and active learning – like everything, the more you put in the more you get out.**

- As PG students you are expected to be able to manage your own studying but we do give you lots of guidance.

Time requirements:

➢ Every 10 credits is supposed to require 100 hours study

➢ MA/MSc full time – 40 hrs per week (term time) – NOT possible to work FT and study FT

Resources available to you

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- Handbooks
- Moodle (Introductory session this afternoon)
  - **PG general module**
- Videos of lectures
- Staff (See handbook for contact lists)
- Dissertation supervisors
- Library
- Skills for Academic success – more details in PGGENINFO
- (student.kent.ac.uk/sas)
- Student well-being and support service - Need to set up an Inclusive Learning Plan? (https://www.kent.ac.uk/studentwellbeing/)

Where to go for help & in what order

1. Your handbooks – you should be able to search them and use the index

2. Moodle module

3. Ask staff – see Appendix in your handbooks for who to ask about what type of issue.

4. However, if in doubt just ask the module or programme convenors, especially at the early stages. If you have looked in the handbook and on Moodle and you can't find what you need, don't struggle in silence.

5. Don't assume you are the problem… we are all human and can make mistakes! Time of change in the university – please bear with us.

Can I ask other students? - Yes of course!

BUT students will not necessarily know the answer so you are usually better to ask a member of staff.

AND when it comes to assignments, you can discuss these in general terms (e.g. potentially useful reading or what a particular part of an annotation might mean) but you must not discuss the actual answers or work on assignments together (unless it is a group activity).

Student reps needed

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- **Student voice** – need a course representative

✓ Ideally 2 – PT/FT/CB/DL

✓ Attend a meeting 3 times per year with the course team

✓ Feedback students experiences, ideas about the programmes

✓ Really important to make your own views known

✓ Great for your CV

✓ We DO listen to students recommendations and a lot of changes have been made to the course as a result of this in the past!

Stay connected

Student rep

➢ Looking for student reps (email me or Ceridwen if you are interested)

LinkedIn: @TizardCentre
- **For all our research, training and consultancy activities**

Tizard Centre Facebook Page

- Information about our courses, research, training and consultancy activities
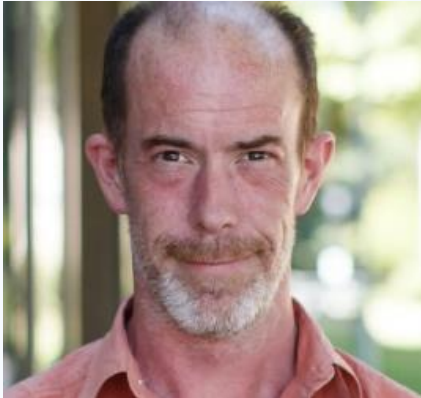
Tizard Centre Student Facebook Group
- **For all current students – please scan & join!**

- Autism Journal club – access here
- Tizard Seminars – access here

Who are your module convenors?

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Dr Magali Barnoux

Dr Damian Milton

Dr Ceridwen Evans

Dr Paraskevi (Vivi) Triantafyllopoulou

Dr Lorena Beqiraj- maternity cover post

Questions

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Thank you.