



# **Programmes in Profound and Complex Learning Disability**

## **Joining Instructions**

**Academic Year 2013-2014**

**The Manchester Institute of Education**

Faculty of Humanities

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## Welcome

*Congratulations on gaining a place on the Profound and Complex Learning Disability Course! Your course is unique in its focus on the promotion of the rights of people with complex learning disabilities to enjoy the same life chances and opportunities as any other citizen, and enjoy a high quality lifestyle. We hope you will find your studies both stimulating and rewarding and look forward to meeting you at the Study Schools.*

*Dr Alison Alborz  
Programme Director*

This introductory booklet will help guide you through the various steps both prior to, and completion of, the registration process. Please note all students must be fully registered by **30<sup>th</sup> September**. You will not be able to access the online materials until you are fully registered. Further information is provided below in the Registration Section of this booklet.

## Section 2: Pre-Study School reading

To help you prepare for Study School and the course we would like you to familiarise yourselves with the field and perhaps begin to challenge some of your existing thinking about the nature of disability. To this end we would like you to read the chapters outlined below. Purchase of the book is not essential.

**Please read Chapters 1 -7 and Chapter 11 (Feel free to explore others as you wish) of:**

**Swain, J. and French, S. (2008) *Disability on Equal Terms*. London, Sage Publications.**

This task will serve as preparation and contribute towards writing a short 'draft assignment' designed as a gentle introduction to assignment writing that will allow you to practice academic writing and use of the Harvard referencing system. This small piece of work is used to give you 'formative feedback' on your writing to enable you to maximise your performance on your first formal assignments.

You will be asked to submit your Draft assignment by 11<sup>th</sup> November 2013. More details concerning the draft assignment and how assignments are submitted to the University will be given at the Autumn Study School in October.

### Recommended Textbooks

Overleaf we have provided a list of textbooks you may wish to purchase, or obtain from a library, to support you with your studies this year. Only where it is indicated that a textbook is 'required' should you make sure that you have a copy to use alongside your study materials.

## Section 3: Recommended Reading

Profound and complex learning disability is quite a specialist area and so few books directly address the programme topic. The many books listed on reading lists within Course Unit Materials are for information / interest and so you will not need to access all of them. Some of the texts listed are available as e-books which can be accessed via the University of Manchester Library.

First, useful texts on study at University include:

Northedge, A. (2005) *The Good Study Guide*. 2<sup>nd</sup> revised edition. Open University Worldwide.

Dawson, C. (2006) *The Mature Student's Study Guide: Essential Skills for Those Returning to Education or Distance Learning*. Oxford: HowToBooks Ltd

I've listed a few books under each course heading below that you may find useful. However, we strongly encourage students to access journal articles (again highly accessible electronically through the University library) because their content is the most up to date and so addresses current debates.

### **All study routes – PG Certificate, MSc 2yr part time and MSc 3yr part time**

#### **1. General reading– all course units**

Gates, B. (2008) *Learning Disabilities: Toward Inclusion*. London: Churchill Livingstone

Grant, G., Goward, P., Richardson, M. & Ramcharan, P. (2005) *Learning Disability: A life cycle approach to valuing people*. Buckingham, Open University Press.

*There is a more recent edition of the Grant book, which may be easier to get hold of than the edition listed here. However, the 2005 edition is referred to in EDUC70300 Towards Inclusion course unit. This older version is available from the University of Manchester Library as an e-book so you could also access it that way.*

#### **2. Compulsory Course Units**

##### **EDUC70300 Towards Inclusion**

Oliver M. (1996) *Understanding Disability: From theory to practice*. Basingstoke, Macmillan

*Also chapters in the pre-course reader and the two general readers are useful for this topic.*

##### **EDUC 70320 Communication Issues**

Coupe O'Kane, J. and Goldbart, J. (1998) *Communication Before Speech*. London, David Fulton.  
*This is a required text for the Communication Issues course unit and so you should obtain reliable access to a copy.*

Nind, M. & Hewett, D. (2006) *Access to Communication – second edition*. London, Letts. *This book has a particular focus on 'Intensive Interaction' which has become increasingly popular as an approach to promote communication by/with people who do not communicate verbally and tend to be withdrawn and isolated socially.*

Ware, J. (2003) *Creating a Responsive Environment*. London, David Fulton

**EDUC 70280 Understanding and responding to challenging behaviour** (optional for those on PG Cert)

Emerson, E. and Einfield, S.L. (2011) *Challenging Behaviour: Third Edition* Cambridge, Cambridge, University Press.

*Also chapters in the Gates general reader are useful for this topic.*

**3. Core (optional) Course Units**

There are four optional 'core' courses available to MSc students. PG Certificate students may from the course units below or choose to study EDUC 70280 Understanding and Responding to Challenging Behaviour, which is noted above.

**PG Certificate course and MSc 2yr part time**

**EDUC70270 Access to learning**

Lacey P and Ouvry C (eds).(1998) *People with Profound and Multiple Learning Disabilities: A Collaborative Approach to Meeting Complex Needs*. David Fulton Publishers Ltd: London

Ware J (2003). *Creating a Responsive Environment for People with Profound and Multiple Learning Difficulties*. David Fulton Publishers: London

Orellove, FP. Sobsey, D. & Silverman, RK. (2004) *Educating Children With Multiple Disabilities: A Collaborative Approach*. Paul Brookes.

*There are also a couple of chapters in the general, Gates book, but these quite UK focused.*

**EDUC 70520 Health and wellbeing**

This is a very broad course unit and for your assignment you will need to decide whether to focus on epilepsy or sensory impairment.

### *General Reader*

Pawlyn, J. and Carnaby, S. (Eds) *Profound Intellectual and Multiple disabilities. Nursing Complex Needs*. Chichester, Wiley-Blackwell. *This book covers a number of health issues affecting people with PCLD. It includes chapters on epilepsy and vision and hearing impairment.*

### *Epilepsy*

Walker, M. and Shorvon, S. (2009) *Understanding Epilepsy*. Family Doctor Books and the British Medical Association. *A brief but comprehensive guide to epilepsy which is easy to read and useful to get a basic understanding of the condition and associated issues.*

Johnson, M. & Parkinson, G. (2002) *Epilepsy: A Practical Guide*. London, David Fulton. *Chapters in here about implications for learning.*

Svoboda, WB (2004) *Childhood Epilepsy: Language Learning and Behavioural Complications* Cambridge, Cambridge University. *This book goes into considerable depth on the topic of epilepsy and so will be of interest to those who may already have some knowledge of the topic.*

### *Sensory Impairment*

*Textbooks on sensory impairment are very limited. Apart from the general reader above, you may be interested in the ones listed below.*

Tate-Maltby, Maryanne and Knight, Pamela, (2000) *Audiology: An Introduction for Teachers and Other Professionals*. London, David Fulton

Southwell, Catherine. (2003) *Assessing Functional Vision Children With Complex Needs*. London, RNIB.

Pagliano Paul (2001) *Using a Multi-Sensory Environment: A Practical Guide for Teachers*. London, David Fulton. *Good for practical strategies to engage with children with sensory impairment.*

### **EDUC 79990 Supporting Choice**

Hardie, E and Brooks, L. (2009) *Brief Guide to the Mental Capacity Act 2005. Implications for people with learning disabilities*. Kidderminster. BILD

Mansell J. (2010) *Raising Our Sights: Services for Adults with Profound Intellectual and Multiple Disabilities*. Kent, Tizard Centre. Available from government archive website:  
[http://webarchive.nationalarchives.gov.uk/+www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/dh\\_114346](http://webarchive.nationalarchives.gov.uk/+www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/dh_114346)

*Also chapters in the Grant et al General Reader(both 2005 and 2010 editions) listed above.*

## Section 4: Programme Timetable

	4 <sup>th</sup> - 6 <sup>th</sup> Oct	Semester 1  16 <sup>th</sup> Sept to 26 <sup>th</sup> Jan 2014	Semester 2  27 <sup>th</sup> Jan to 6 <sup>th</sup> June 2014
<b>2yr MSc</b>	<i>Autumn Study School</i>	EDUC 70300 Towards Inclusion  EDUC 70320 (30 credits) Communication issues Parts 1+2	EDUC 70280 (15 credits) Understanding and Responding to Challenging Behaviour  Option 1* (15 credits) Option 2*(15 credits)
<b>3yr MSc</b>		EDUC 70300 (15 credits) Towards Inclusion  EDUC 70320 Communication issues Part 1	EDUC 70320 (15 credits) Communication issues Part 2  EDUC 70280 (15 credits) Understanding and Responding to Challenging Behaviour
<b>PG Cert</b>		EDUC 70300 (15 credits) Towards Inclusion  EDUC 70320 (15 credits) Communication issues Part 1	EDUC 70320 (15 credits) Communication issues Part 2  Option*(15 credits)

\* See Section on 'Course Unit Selection' for details of optional courses

### Autumn Study School

The Autumn Study School weekend runs from **4th to 6th October, 2013**.

**2yr Part time MSc and PG Certificate students should attend ALL THREE DAYS – 4-6<sup>th</sup> Oct**

**3yr Part time MSc students need to attend the FIRST TWO DAYS of the study school weekend – 4-5<sup>th</sup> Oct**

Study School will take place at the Kanaris Lecture Theatre and Conference Room, The Manchester Museum, University of Manchester. The sessions commence approx. 9.00-9.30am each day and finish 4.30/5.00pm. There will be an informal drinks reception 5.00-6.00pm on the first day (4<sup>th</sup> October 2012). A buffet style lunch is provided (free of charge) on each of the days. Please contact the PGT office if you have any special dietary requirements. The timetable will be sent to you nearer the time.

Please note that you are responsible for making and arranging the booking and payment of your accommodation. You may wish to stay at Manchester Business School, Booth Street West, Manchester M15 6PB, which is part of the University and approx. 10 mins walk, or book your accommodation elsewhere, or, choose to commute on a daily basis if you reside nearby.

Those students requiring accommodation at the Business School must make the booking as soon as possible. Please ring the Accommodation Reception desk Tel: +44 (0) 161 306 1320 and mention that you are booking with the group under the name of Dr Alison Alborz. The daily rate for a room at the Business School is approx £40.00 plus V.A.T. NB. Breakfast is included in the price of your accommodation. See <http://www.mbs.ac.uk/business-services/conference-facilities.aspx> for details.



## **Section 5: What to expect**

### **Study Schools**

Study Schools, held on the University campus, introduce students to the course. The course aims to enable professionals to deliver their expertise to children and adults with profound and complex learning disabilities. Using a Human Rights approach, underpinned by the Human Rights Acts (UN, EU and UK), it seeks to promote relationships; improve competence; develop community presence and participation; and increase respect for individuals with complex needs.

Study School sessions, supported by pre-course reading, aim to provide an introduction to the topics studied in the academic year. They enable students to have a face to face tutorial with their Academic Advisor and meet other course staff. They are an important part of becoming a student of the University of Manchester and part of a cohort of distance students. As such Study School promotes interaction and contacts between students that begin at Study School but extend throughout their postgraduate studies.

### **Teaching Methods**

Course study booklets are provided as 'e-copies', in a pdf format. You will be able to access these materials through the course 'Blackboard' site. You will then have the option of downloading and viewing them on screen, or printing off a paper copy for study. Additional reading materials, with support texts, or video material, may also be accessed via 'Blackboard' (see below). Email, telephone or on-site support from your Academic Advisor are arranged as appropriate.

### **Blackboard**

Blackboard is the University of Manchester's 'virtual learning environment (VLE)'. It is a resource we use for teaching and student support. The 'PCLD PG Common Room', in your 'organisation' space (part of your student portal 'My Manchester'), is an essential component of the course. It is used to ensure that copies of course handbooks and forms are always available. Here draft assignments are submitted and for Masters students, Dissertation preparation activities will take place in your second year. You may also use this site to leave, or respond to messages from other students on the course.

In addition to the 'Common Room', Blackboard sites are also provided for each course unit you study. These sites ensure that course materials are as up to date as possible by allowing us to add reading material, web links or other items in an ongoing way. As noted above, it is also the main channel for accessing your course material, and assignment options. You will submit assignments and receive feedback through these sites. Blackboard is available through your student profile 'MyManchester', which is accessed by using your University username and password.

### **Keeping in touch**

You should contact your Academic Advisor with any queries about your course units, or any issues that you feel are affecting your studies. Your Academic Advisor will also contact you periodically to enquire how you are getting on. In addition, we circulate a PCLD e-Newsletter three times a year with current news emerging on learning disability issues, information on student issues and news, and on sources of support available to you from the University of Manchester.

**Preparing for your studies**

We recommend that you read your Study School booklet (to be sent separately) and the pre-Study School reading indicated above. You should also consider accessing and indeed purchasing some of the texts listed in the Recommended Reading section above, before or in the early stages of your study with us.

Many of you are already working with people with profound and complex learning disabilities, but for those who have limited experience of working with this group, we recommend that you obtain experience in a voluntary capacity. Gaining some first-hand experience will improve your learning from the course materials and provide a practice context within which to consider the issues raised.

## Section 6: Course Unit Selection

Please note that the length of time in which you intend to complete your studies determines whether you need to select course units at this point. The compulsory course units listed below should automatically appear in your student profile (My Manchester – you should have access to this once you have registered). If the compulsory course units are not displayed when you access your profile, contact the PGT office - Tel: +44 (0) 161 275 3309/3510, or email [Christine.m.chadwick@manchester.ac.uk](mailto:Christine.m.chadwick@manchester.ac.uk); or [jonathan.herbert@manchester.ac.uk](mailto:jonathan.herbert@manchester.ac.uk).

### **Postgraduate Certificate – 1yr – part time**

#### *Compulsory course units*

EDUC70300 Towards Inclusion (15 credits), EDUC70320 Communication (30 credits).

#### *Core course units*

Select one other 15 credit course unit from the list. (See details on next page).

### **MSc – 2yr – part time**

#### *Compulsory course units*

EDUC70300 Towards Inclusion (15 credits), EDUC70320 Communication (30 credits), EDUC70280 Understanding and responding to challenging behaviour (15 credits)

#### *Core course units*

Select two other 15 credit course units from the list. (See details on next page).

### **MSc – 3yr – part time**

#### *Compulsory course units*

EDUC70300 Towards Inclusion (15 credits), EDUC70320 Communication (30 credits), EDUC70280 Understanding and responding to challenging behaviour (15 credits)

#### *Core course units*

You do not have to choose optional courses in your first year.

Brief information about the course units are given below. However, you will find additional information in your Study School Guide. Course unit outlines will be provided in a booklet on the Blackboard PCLD PG Common Room site. Induction on accessing Blackboard resources will be provided at Study School. Those who need to decide on options will have until 11<sup>th</sup> October 2013 to make their choice. Optional course units are studied in Semester 2, though you will see a Blackboard site for these options displayed in your Profile from the beginning of the academic year.

## Course Unit details

### Compulsory courses

#### Towards Inclusion **15 credits – EDUC 70300**

The Towards Inclusion Course Unit traces the development of 20<sup>th</sup> Century theories, policies and approaches to learning disability and critically evaluates their impact upon the lives of people with profound and complex learning difficulties. Students then consider contemporary approaches such as person centred planning, supported employment and inclusive education and examine the role of such approaches in fostering and promoting inclusion. Inclusion in leisure activities is then reviewed in depth as an example of community inclusion. It looks at how individuals with complex learning difficulties can experience leisure as a valuable and meaningful option in their lives. There is an optional course on inclusive education (Access to learning) that may be taken by students with a particular interest in this field.

#### Communication **30 credits – EDUC 70320**

Communication is the fundamental skill of human interaction. The course looks at the development of the cognitive processes that underpin this ability, and the manner in which that development changes- from pre-intentional communication to intentional and symbolic interaction. The course units also examine the physical equipment involved in transmitting verbal and non-verbal communicative information. Use of equipment that has been recently developed to assist and augment the range of communicative behaviours is also considered.

#### Understanding and Responding to Behavioural Challenges (Compulsory for MSc) **15 credits – EDUC 70280**

This unit aims to enable you to gain an insight into the social, biological, communication and developmental issues relating to challenging behaviour. This unit will provide knowledge on the theoretical background of behaviour as well as of concepts and strategies relating to its management and resolution.

### Core (optional) courses

#### Access to learning for people with profound and complex LD **15 credits – EDUC 70270**

This course uses a diverse range of perspectives on the education of people with profound and complex learning difficulties. Developing from the historical roots of provision and 'treatment', the course covers curriculum development, and a range of approaches including sensory education, the use of multi-sensory enrichment and interactive approaches. Celebrating the right of individuals with PCLD to be included in the full range of educational experiences the course also considers the shape of future provision.

#### Families and Relationships **15 credits – EDUC 70260**

This Course Unit focuses on families' perspectives and then explores wider relationships. It considers parents' and carers' views of services for people with profound and complex learning difficulties, the impact of these services on the lives of parents and carers and what parents and carers want for their son / daughter / the person they support. The course unit then also explores the nature of personal relationships between individuals with PCLD and professionals, their families and friends.

### Health and Wellbeing 15 credits – EDUC 70520

This unit briefly describes the increased risks for physical and mental ill-health faced by people with learning disabilities in general, and those with profound and complex disabilities in particular. It then explores in detail two conditions that affect significant numbers of people with profound and complex learning difficulties – Epilepsy and Sensory Impairment. Students choose to focus their studies on one of these conditions from this point on. *Epilepsy*: seizures and syndromes which tend to be associated with learning disability are reviewed. Assessment, diagnosis and management is described, and problems such as behaviour, medication effect, impact on learning and quality of life - both for the individual and his or her family, considered. *Sensory impairment*: visual and hearing impairment are considered within the context of complex learning disability. Methods of assessment are explored and the implications for managing the environment and promoting access to learning are discussed. In addition, implications for social relations and communication are explored.

### Supporting Choice: 15 credits – EDUC 79990

This unit aims to provide an understanding of advocacy in relation to quality of life and supported choice making for people with complex learning disabilities. It also covers issues of empowerment and the effects of disempowerment on the individual, the use of advocacy to achieve wider system change, and ideologies underlying strategies for increasing empowerment and consultation. This unit provides knowledge and understanding of advocacy as an activity that can be undertaken at a number of strategic levels to promote the choices and interests of a person with complex learning disabilities. It also covers relevant issues of protection and abuse, and practical skills involved in active campaigning.

## Section 7: September 2013 Registration

**NB: These details are generic and so not all will apply to you. If in doubt, contact the PGT office.**

You should by now have received communication from the University about the on-line registration process and what is required of you. This is therefore designed as guidance to reiterate the importance of completing all aspects of registration via the online system.

If you haven't yet received any communication from the University inviting you to register then please make sure you have completed the following



IT sign up [www.iam.manchester.ac.uk](http://www.iam.manchester.ac.uk)



Confirm your attendance

### MyManchester

Once you have completed the IT sign up you will have access to the following prior to September.



Early Payment - Available until 31<sup>st</sup> August 2012



You can upload a photo for your student card



Access the crucial guide pages [www.studentnet.manchester.ac.uk/crucial-guide](http://www.studentnet.manchester.ac.uk/crucial-guide)

### Registration

This will open from 1<sup>st</sup> September 2013, however as this is a weekend we recommend that you try to register from **2<sup>nd</sup> September 2013**. Ideally you should complete all sections of the registration process prior to arriving at the University to access the University's online registration facility go to [MyManchester](#).

**Registration Hotline** +44(0)161 306 5544

This hotline is available weekdays between 2<sup>nd</sup> September – 30<sup>th</sup> September 2013

9.00am - 5.00pm and the weekends in September except 14<sup>th</sup>-15<sup>th</sup> September 2013.

If you do not register by 30<sup>th</sup> September 2013 the University Finance Office will impose a late registration fee. This fee will rise from £50 to £200 if you still haven't registered by 31<sup>st</sup> October 2013.

## International Students

Orientation will run between Thursday 12<sup>th</sup> – Sunday 15<sup>th</sup> September.

Contact: [orientation@manchester.ac.uk](mailto:orientation@manchester.ac.uk)

Website: [Orientation pages](#)

There will also be support available for students who arrive after this date, referrals will be made from the School to a team known as Purple People.

## Distance Learning Students

Student cards can be requested for posting out once you have completed registration and uploaded a photo via [ssc@manchester.ac.uk](mailto:ssc@manchester.ac.uk). Please remember to quote your student ID within the request.

If you are unable to contact the helpdesk due to time difference then please liaise with the PGT office, who will endeavour to ensure you are dealt with promptly.

## Course Unit Selection

Mandatory course units should appear automatically onto your student profile so please contact the PGT office if this isn't the case.

Core/Optional course units will need to be selected by yourself, using the student center (Self Service) section of My Manchester.

When searching please ensure the course subject is Education and the course number is the course unit code i.e. EDUC 71000 (dissertation) enter 71000. You should see the 2013-14 course unit and be able to select class.

If you experience any problems please contact the PGT Office.

## Teaching

Semester 1 course units start from **Monday 23<sup>rd</sup> September 2013** and it is important that you check you are enrolled on your course units during your on-line registration. This is particularly important if your course unit is run via Blackboard as you will not gain access until your registration is complete and you have selected your course units. The deadline for students to enrol on course units is the third week of teaching.

Please do not hesitate to contact a member of the Postgraduate Taught Office team if you have any questions.

Christine Chadwick

Jonathan Herbert